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ABSTRACT

This program guide for distributive education was developed as a cooperative effort of the Chicago Public Schools and the business community to help the teacher-coordinator establish a cooperative program and organize related activities and classroom instruction. Information is provided on the role of the teacher-coordinator, program activities such as the daily report of training station activities, public relations activities and further opportunities for study in distributive education. Included in the program guide are nine basic or group instruction units, among which are units on (1) selling and buying, (2) stock control, (3) advertising and merchandising, (4) store organization and management, and (5) economics of distribution. Individualized instruction is incorporated into the program through the use of training plans for 26 types of training stations, while group instruction is used for teaching the basic understandings, concepts, and skills required for employment. Much use is made of sample forms, illustrations, and charts. (JS)

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CURRICULUM GUIDE

DISTRIBUTIVE EDUCATION

VT011249

CHICAGO PUBLIC SCHOOLS

ED0 42894

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DISTRIBUTIVE EDUCATION
IN THE SECONDARY SCHOOLS

A tentative program

BENJAMIN C. WILLIS
General Superintendent of Schools

BOARD OF EDUCATION
OF THE
CITY OF CHICAGO

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FOREWORD

The Distributive Education Program in Chicago is a mutual effort by the Chicago public schools and the business community to give vocationally-minded students, who have the aptitudes for the distributive field, the opportunity for business training while they are still attending high school. Thus, the goals of distributive education are advanced by this practical approach wherein the teacher-coordinator and job-supervisor cooperate in directing each student through real and varied experiences.

This guide is designed to serve all who are directly concerned with this program particularly the teacher-coordinators who must be acquainted with the objectives of distributive education, who need to organize classroom instruction and activities, and who should augment the program by the use of recommended materials. This course of study also is planned to assist in developing desirable character traits and proper attitudes as well as strengthening employable skills and academic knowledge.

The economy of our nation is directly affected by the people who organize and operate the lines of supply and the tools of distribution. The young men and women trained for career opportunities through distributive education support and expand the community and national effort to further economic security.

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This publication was prepared in the Bureau of Business Education under the supervision of Dr. Enos C. Perry, Director.

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I. INTRODUCTION TO DISTRIBUTIVE EDUCATION

INTRODUCTION

Distributive education is a term identifying a program of instruction in marketing and distribution. It is intended for those people preparing or already engaged in distributive occupations.[1]

Distributive occupations have been defined as those "followed by proprietors, managers, or employees engaged primarily in marketing or merchandising goods or services. Such occupations may be found in various business establishments, including, without being limited to, retailing, manufacturing, storing, transporations, financing, and risk bearing. Distributive occupations do not include trade, industrial, or office occupations."[2]

Locally, the Distributive Education program has been established by the Board of Education, City of Chicago, and businesses and associations engaged in the field of distribution. This program is partially subsidized by the federal and state governments through the George-Deen Act of 1936 and the George-Barden Act of 1946. The continued support and expansion of these grants-in-aid is expected since decision-makers are becoming increasingly aware of the need, in our American enterprise system, for sufficient occupational preparation for every citizen.

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[1] Facts You Should Know About Distributive Education, (Washington, D.C.: American Vocational Association), p. 3.

[2] Distributive Education in Illinois, Series B, Bulletin No. 168, rev. June, 1961 (Springfield, Ill.: State Board of Vocational Education, Vocational Education Division, 1961), p. 6.

Education for the field of distribution may take place in the regular high school program, in the post-high school or junior college, in adult programs at the place of employment, or in evening classes.

In the secondary school the distributive education program is a cooperative plan of action between the school and the business employing the student during half of his school day. Learning occurs both in school and on the job, or training station, for classroom instruction is based on a cooperative training plan. The student's teacher-coordinator, representing the school, and his training station sponsor, representing the cooperating business, develop the step-by-step training plan. Together they identify the skills and knowledges the student will experience during his employment.

Students enrolled in the cooperative distributive education program are called student-learners; they are students in school and part-time beginning learners at the training station.

Another unique feature of the cooperative high school program is that the student-learner receives credit for the instruction he obtains on the job as well as for his classwork. The distributive education enrollee is given time in class to study both general materials related to the field of distribution and specific literature concerning his current occupation and his ultimate career objective. Class activities may include realistic problem-solving situations, study of trade materials, research projects, and occupationally oriented demonstrations.

A teacher-coordinator who is both an accredited teacher and who has occupational experience in the field of distribution organizes the classroom learning experiences and coordinates them with those at the training station. Counseling is another role of the teacher-coordinator. He guides and counsels his students every step of the way. Since the teacher-coordinator has frequent contacts with the employer, he quickly learns the problems of and challenges to the employer and the community. The teacher-coordinator takes on still another role in functioning as a part of the community. The course content he teaches has vital learning outcomes because all of the resources of the community are used.

The distributive education program must be distinguished from the mere employment of students as part-time workers. Traditionally, businesses hire students to handle late afternoon or weekend trade. This employment is extremely informal and is usually the result of the student's applying for a job at a business employment office. Beyond the necessity of fulfilling the requirements of child labor laws and such limitations as the schools or parents may place upon the employment of students, their conditions of employment are the same as those of any part-time worker. (See "Work Experience vs. Cooperative Education," by Robert F. Kozelka, Chief, Business and Distributive Education, Illinois Board of Vocational Education and Rehabilitation.)

The employment of students through distributive education is highly formalized and identifies specific duties of the school and participating business which are not to be found in the run-of-the-mill employment of students. These duties are an essential part of a program which achieves a better selection of students, better academic instructions in marketing and merchandising, and better supervision of the student both in the classroom and on the job. The result is that the student receives a more practical education for the occupation of his choice.

Distributive education is a career program. The enrollees are being prepared for very specific and important careers where at least one out of every five workers is employed. The student-learner can see how important education is for success in business, and many of the students go on to college with added incentive. Teachers, too, can evaluate the success of their teaching as they assist students to progress in school and in business.

In this venture, education and business have joined hands to prepare the student for the job that challenges his interests and abilities and provides the nation with that continuous source of career personnel so necessary for the maintenance and growth of this country and its unequalled economy.

II. ESTABLISHMENT OF A COOPERATIVE PART-TIME PROGRAM

WORK EXPERIENCE VS. COOPERATIVE EDUCATION

Comparison of Elements Reveals Fundamental Difference in Two Types of Programs

By R. F. Kozelka, Chief, Business and Distributive Education, Division of Vocational and Technical Education, Board of Vocational Education and Rehabilitation, Springfield

Work experience programs have been in operation in many of the secondary schools of Illinois for a number of years. They are local in nature, and usually evolve from a simple and informal beginning. They serve a definite purpose in each community where they are operated, even though that purpose may not be the same from community to community. Because of this difference in objectives, the term "Work Experience" does not mean the same to all people. To one it is a means of furnishing an opportunity for the student to earn enough money to complete his secondary school education; to another it is the means by which a chosen few from the business education department are assigned to short periods of employment in offices in the community.

A cooperative education program, on the other hand, means the same to all people because the objectives are the same for every community. Cooperative education--the two words used together bear a unique connotation--an educational term which is recognized in the lexicon of educational terms.

The following salient features of work experience and cooperative education make possible a comparison of the two types of programs.

THE STUDENT

In the work experience program:	In the cooperative education program:
1. Is hired as a producing worker.	1. Is hired as a learning student.
2. Learns only the "how-to-do-it" aspects of his job.	2. Learns also the "why-it-is-done" aspects of his work.
3. Is not always able to understand the relationship of his work experience to his classroom activity.	3. Engages in classroom activities which are integrated with his on-the-job experience.
4. Does not always rotate from job to job within the organization.	4. Follows a planned rotation schedule during the length of the year-long program.

5. Does not receive the benefits of a training plan.	5. Receives the benefits of a step-by-step training plan.
6. May or may not be suited to the occupation.	6. Is matched to the job by an occupationally experienced coordinator.
7. Receives little assistance in matters of personal development and social adjustment.	7. Receives the immediate attention of the coordinator in matters pertaining to personal development and social adjustment.
8. Receives little information or inspiration to take additional or specialized training.	8. Is given an insight into his need and abilities for taking additional or specialized training.
9. Is tempted to drop out of school to accept a full-time position.	9. Is encouraged to remain in school and increase his occupational competency.
10. May work under conditions which may deteriorate.	10. Will work in an establishment which is continuously approved by the coordinator.
11. May attempt to maintain a school schedule and a work schedule which are injurious to his health.	11. Follows a reduced schedule of school activities and a supervised schedule which are not permitted to have an adverse effect on him.

THE PARENT

In relation to the work experience program:	In relation to the cooperative education program:
1. Is not sure where the responsibility of the school begins or ends.	1. Knows that the school has not relinquished responsibility for the pupil.
2. Is not sure of the relationship of the job experiences and the classroom activities.	2. Knows that the on-the-job experiences and the classroom activities complement and strengthen each other.
3. Is not sure that the pupil knows what he got himself into.	3. Knows that the student received the benefit of good guidance before being placed on the job.
4. Is not sure when the pupil's working hours begin or end.	4. Knows the student is not being exploited.
5. Does not know what prestige the job has, in terms of acceptance of the pupil by his peers.	5. Knows that the student receives the maximum of prestige from an approved credit-carrying course of study.

THE SCHOOL

Which operates a work experience program:	Which operates a cooperative education program:
1. Has little or no opportunity to integrate classroom activities with the work experiences of the pupil.	1. By means of the step-by-step training plan, is able to integrate the classroom activities of each pupil with his on-the-job experiences.
2. Has no opportunity to assist the pupil in matters of social adjustment.	2. Is prepared, when the need arises, to assist the pupil to make necessary social adjustment.
3. Loses an opportunity to maintain the contacts with the pupil which are so important for later adult education.	3. Gains an opportunity to develop an interest in postgraduate and adult education.
4. Ordinarily does not give credit for unsupervised work experience.	4. Can give credit for occupational experience, which may be acceptable for college entrance.
5. Is comparatively helpless in relation to adverse publicity in connection with this type of program.	5. Prevents the rise of adverse publicity through frequent visits by the teacher-coordinator.
6. Must make arrangements with each employer.	6. Has the advantage of the services of an advisory committee.

THE EMPLOYER

Who participates in a work experience program:	Who participates in a cooperative education program:
1. Obtains a raw recruit who wants to earn money.	1. Obtains an oriented student who has a career objective.
2. Must train the worker.	2. Receives the assistance of the teacher-coordinator in training the pupil.
3. Does not feel obligated to train the student.	3. Participates in the planning which results in better preparation of the student-learner.
4. Is deprived of the benefits of new training methods.	4. Receives the advantage of learning about new training techniques from the teacher-coordinator.
5. Can hire or fire the student at will.	5. Confers with the teacher-coordinator relative to the enrollee's progress.

6. Is not always able to judge the capabilities of the pupil.	6. Receives the benefit of guidance and testing techniques which bring to light the abilities of the pupil.
7. Does not always have a continuing relationship with the school after the job is filled.	7. Has a continuous relationship through an organized program, with the school.

Cooperative Education began in Illinois during the 1938-39 school year, and is now a recognized educational force in the field of business education in over one hundred schools. Acceptance of Cooperative Education by the students is indicated in two ways: their employment and advancement in the establishments where they began as trainees, and their attendance at colleges and universities to receive additional education in specialized fields.[3]

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[3] R. F. Kozelka, "Work Experience vs. Cooperative Education," Illinois Vocational Progress, Vol. VI, No. 1 (September, 1948), pp. 2-5.

SUGGESTED PROGRAMS
FOR STUDENTS IN
COOPERATIVE BUSINESS EDUCATION

About 25 percent of all gainfully employed people are identified with the merchandising and retailing occupations.[4] There are excellent positions on all levels for those who qualify. Students who are interested in selling, in operating a small business of their own, in becoming store and department managers or buyers, should consider the merchandising sequence.

The Merchandising and Retailing Program (Standard)

9th Year (4-3/4 Units)

English	1
Math	1
Science	1
Social Studies	1
Art	½
Physical Education	¼

10th Year (4-3/4 Units)

English	1
Math or Science	1
Social Studies	1
*Bookkeeping	1
Music	½
Physical Education	¼

11th Year (4-3/4 Units)

English	1
U.S. History	1
*Salesmanship	1
and any two of the following	
*Business Law	½
*Business Organization	½
*Economics	½
*Typewriting	½
Physical Education	¼

12th Year (4-1/4 Units)

English	1
*D.E. Retailing and Merchandising	1
*D.E. Cooperative Work	1
Elective	1
Physical Education	¼

*Business education sequence

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[4] Manpower: Challenge of the 1960's, U.S. Dept. of Labor, (Washington, D.C.: U.S. Government Printing Office, 1960), p. 11.

The Merchandising and Retailing Program (College)

9th Year (4-3/4 Units)

English	1
Algebra	1
Foreign Language	1
Lab. Science	1
Art	½
Physical Education	½

10th Year (4-3/4 Units)

English	1
Geometry	1
Foreign Language	1
Social Studies	1
Music	½
Physical Education	½

11th Year (4-3/4 Units)

English	1
Social Studies	1
*Salesmanship	1
*Bookkeeping	1
or any two of the following	
*Business Law	½
*Business Organization	½
*Economics	½
*Typewriting	½
Physical Education	½

12th Year (4-1/4 Units)

English	1
Social Studies	1
*D.E. Retailing and Merchandising	1
*D.E. Cooperative Work	1
Physical Education	½

*Business education sequence

THE ROLE OF THE DISTRIBUTIVE EDUCATION TEACHER-COORDINATOR

Since the teacher-coordinator is the continuing element in the cooperative part-time distributive program, his role cannot be underestimated. Some of his areas of activity are as follows:

1. In the school

a. Informing fellow faculty members concerning the aims and objectives of the vocational cooperative business education program should be of primary importance to the teacher-coordinator. The orientation may be limited to members of the school administration and/or the guidance and business education departments; or it may include all faculty members.

b. Locating qualified students with vocational interests and occupational goals in business is vital to the effectiveness of the cooperative distributive education program. Counseling, with recommended and interested students to determine abilities and goals, aids the teacher-coordinator in securing qualified students for the program.

c. Obtaining data concerning students to determine vocational aptitudes and abilities is another major responsibility of the teacher-coordinator. Even though a cumulative record system has been installed, it is informative to confer with guidance counselors, deans, division teachers, and others to gather this type of information.

***d. Conferring with the advisory council will aid the teacher-coordinator in establishing the philosophy of cooperative business education in the community. Committee meetings will also assist him in such practical matters as: (1) establishing program standards, (2) securing recommendations for possible training stations which he can subsequently investigate, (3) obtaining suggestions for vocational classroom equipment, and (4) securing sources for reference materials.**

Although advisory council meetings include the school and the business community, they are initiated in the school by the chief school administrator and the teacher-coordinator.

***See page 322 for information on advisory councils.**

e. Organizing training plan material, basic and specific references, and other teaching aids should begin early. Some of the work can be done with the assistance of an advisory committee as well as the training station. Local businesses are often most willing to lend or give informational materials valuable for classroom learning. In addition, manufacturers and distributors make available publications, displays, and other informative materials which are useful in the cooperative business education program.

f. Assisting with practical solutions to difficulties which might arise in operating the cooperative program is another responsibility of the teacher-coordinator.

2. In the business community

a. Conducting community surveys can reveal the status of student employment. Later the results of preliminary surveys can be used as a guide to the expansion of the cooperative education program. Answers should be sought to the following questions: (1) What are the extent and number of career opportunities for students in the community? (2) What is the status of school-community relations according to past experience of employers with student workers? (3) Which potential employing agencies might become interested in teaching student-learners during their part-time employment? (4) Are parents cooperating in helping the students succeed on the job?

b. Selecting an advisory council is a part of the teacher-coordinator's successful operation of the cooperative program. The advice which representatives of the school administration, guidance department, business education department, employers and training station sponsors, civic clubs and service organizations, and parents can give is vital to the total program.

c. Understanding the structure of employment is of importance to the teacher-coordinators in a number of communities, especially in the distributive education program. The employment structure may involve employee groups with an established tradition of practices which have been accepted in the community. Sometimes the amount of wages paid to any student worker on a part-time basis is part of a community-wide employment contract.

d. Educating the business community concerning the purposes of the cooperative business education program in the local school is a continuing project of the teacher-coordinator. The cooperative business education program is a vocational program for students interested in eventual full-time employment in business. The purpose of both the classroom and the training station instruction is to prepare student-learners to reach their vocational objectives. The fact that the cooperative education method calls for learning experiences at the training station as well as in the school is the point that needs to be brought to the attention of the total business community. The business community should not be "sold" the idea of the cooperative distributive education program, but rather "educated" as to its purpose.

3. With the training station

   a. Identifying the needs of the training stations as a group and individually is imperative to the teacher-coordinator who wishes to establish an effective cooperative business education program. The types of employment, learning experience, the degree of responsibility the student-learner may be expected to achieve, the hours and length of employment, previous courses taken by the student-learner, the personality of the training station sponsor, and many other factors must be identified and evaluated before good placements can be made.

   For example: It must be recognized that an employer should not be expected to employ an unemployable student. What constitutes employability in the mind of the employer must be clearly understood by the teacher-coordinator.

   b. Organizing and supervising the step-by-step training plan at the training station and in the school is the major instructional activity of the teacher-coordinator. At the training station, the teacher-coordinator depends upon the information secured in consultation with the training station sponsor; for together they develop the step-by-step training plan which determines what is to be learned and where it is to be taught.

   c. Evaluating progress through coordination visits aids the teacher-coordinator in a number of ways: (1) He is able to see how well the student-learner is adjusting to training station responsibilities. (2) He can determine whether the student-learner is progressing according to the step-by-step training plan. (3) He can also see how much the student is being taught according to the step-by-step training plan. (4) He can evaluate the progress of the cooperative program by analyzing the collective attitudes of the training station sponsor.

4. With the total community

   a. Informing the parents of each student-learner concerning the objectives of the cooperative business education program in the total community. The parents need to understand the part they play in assisting the student-learner to meet his obligations, to develop the proper attitude, and to fulfill his contract. Home visitations to parents are always important; however, it has been found that home visitations are more effective before the student-learner is placed than after he has been placed and a

problem has arisen.

b. Organizing and operating a program of public information is a continuing responsibility of the teacher-coordinator. Fortunately the advisory committee can be of assistance in organizing both long-range and short-range public information activities. These activities vary with the responsiveness of the community but they should be planned to reach the total community.

Some communities react favorably to a dignified and conservative presentation of the facts by the teacher-coordinator. This type of presentation may be made through the newspapers, printed handout materials, or speaking engagements at meetings of civic organizations.

Other communities seem to respond to an energetic and enthusiastic "campaign" type of presentation. Special meetings, feature stories in the newspapers, and testimonial editorials may be the media by which facts are presented.

No matter by what techniques, or by what medium, the community needs to be informed.

The publication of one newspaper article per month is considered good news coverage. Supplementary articles may appear in the school paper, or announcements may be included with other school news on the time allocated to the school by the local radio or television station. This practice varies, of course, from community to community.

Prerequisites for Teaching in the Distributive Education Program

Send a transcript of your credits to the Bureau of Business Education

and a statement of your experience in Distributive Occupations (See D below). Include names and addresses of establishments, owners or managers, your duties and responsibilities and length of employment, (Part-time employment to be expressed in hours per week or month).

Qualifications for a Teacher-Coordinator of Distributive Education

A. Basic Education. He shall have been graduated from a 4-year college or university.

B. Professional Distributive Education. He shall have completed 8 semester hours of college credit in Distributive Education courses, one of which shall be in the field of cooperative Distributive Education. The remainder of the required credit hours may be distributed in courses in the field of Distributive Education.

C. Technical Subject Matter Courses in Distribution. He shall have satisfied the requirements to teach in a public secondary school. He shall have completed 20 semester hours of college credit in technical courses in the field of distribution, 12 of which are in the subject matter areas represented in Group I below, with a minimum of one course in each area:

Group I

Marketing - Salesmanship - Retailing and 8 of which are in at least two of the subject matter areas represented in Group II below:

Group II

Accounting - Economics - Business Law - Personnel Relations (Courses in Merchandise Information, Advertising, Display and related fields)

D. Experience in Distributive Occupations. He shall have had two years of successful experience as an employee in one or more distributive occupations. Supervised cooperative D.E. work may be included.[5]

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[5] Adapted from Minimum Essentials and Requirements of a Distributive Education Program, Series B, Bulletin No. 174 (Springfield, Ill: State of Illinois, Board of Vocational Education, July, 1960), pp. 2-3.

ORGANIZATION FOR COOPERATIVE BUSINESS EDUCATION PROGRAMS

Adapted from "Effective Cooperative Business Education Programs," by Ralph E. Mason, in Business Education Forum, Vol. XVI, Nos. 5 and 6 (1962).

Distributive education has "come of age." With this maturity comes the responsibility for coordinators to be constantly on the alert for possible program improvement. A significant factor determining the ability of the teacher-coordinator to perform with competence and dispatch is the efficiency with which his activities are organized.

A coordinator needs to: (1) determine the objectives of his local program; (2) evaluate the community resources and school resources available to him with proper cultivation; then (3) set out to operate a plan which will reach these objectives.

Recently, while considering possibilities for a frame of reference for action by Illinois coordinators, it was decided to build a framework by developing a plan for coordinator's file of minimum essentials and an individual student-learner's file of minimum essentials. The concept of "file of minimum essentials" suggests a base upon which a new coordinator may start a successful program, if it is recognized that he must expand and develop the file, changing it to fit the needs of a local program, keeping it dynamic and effective. An experienced coordinator might organize the materials and plans already in his possession within this framework.

In arriving at a list of minimum essential items to include in the files, the revised Illinois Bulletin for organizing and administering cooperative part-time programs in business education was perused and teacher-coordinators and supervisors of the business education were consulted. As a result the following suggestions for file contents were presented:

Coordinator's File
(One or more file folders)

1. A statement of objectives for the local distributive education program
2. Criteria for the selection of student-learners
3. Criteria for selection of training stations

4. Basic or general instruction outline
5. Current lesson plans
6. Activities of Distributive Education Club
7. Advisory committee membership and reference material
    a. Professional organization information (i.e., SMEC, Chicago Gasoline Marketers, IRMA, etc.)
    b. Illinois Foundation for Distributive Education projects
    c. Lists of scholarships and awards available
    d. Sponsor development plans
8. Lists of supplementary teaching aids and resource materials
9. Copies of monthly coordination reports
10. Program development plans

Individual Student-Learner's File
(One or more file folders)

1. Student-learner application to enter program
2. Letters of recommendation or qualification forms
3. Personal data on student:
    a. Test scores
    b. Other guidance data
4. Training station memorandum or agreement, including at least a one-page, step-by-step training plan and a one-page sheet showing specific instruction requirements and projects
5. Student-learner's monthly training station report
6. Grade sheets or rating sheets
7. Student-learner's plans for growth and development
    a. Extra readings
    b. Buying trips
    c. Individual projects
    d. Club activities
    e. Special responsibilities

Cooperative business education programs thrive on the individual originality of the local teacher-coordinator. With a few suggestions as guides, each coordinator needs to tailor his own plans for his own program. No doubt a short explanation of certain items to be included in the files would be appropriate at this point. Let us consider the coordinator's file first.

Coordinator's File (one or more folders)

1. Statement of Objectives. Direction for initiating a new program and building it over the years comes from a specific set of objectives, thought out carefully by a coordinator, his advisory committee, and the school administration. A statement of these objectives should be on file. As a case in point, one might consider the aims and objectives of a distributive education program to be:

> to aid student-learners in developing distributive occupation skills and job intelligence applicable to all distributive

occupations through correlated classroom instruction and on-the-job training.

to develop the specialized distributive skills and knowledges needed by student-learners required for successful employment in the business organizations where they are placed.

to provide supervised, step-by-step-laboratory training in the form of a real job situation in the local business community.

to provide training that will enable graduates to progress in the distributive occupations.

to contribute to the general education objectives of the school.

2. Criteria for Selection of Student-Learners. Each teacher-coordinator should develop a set of criteria which will be compatible with his school's administrative policies and the best interests of his prospective student-learners. The set of criteria he develops should be made specific and should include, among other things, the following:

The student is interested in education for the field of distribution.

He (or she) has ability for the type of work he wishes to do.

He can profit from classroom and training station instruction.

He has satisfactorily completed all work for entrance into the last two years of high school.

He is at least sixteen years of age.

He has a good attendance record.

He has good character and personality.

He is physically fit to hold a job.

3. Criteria for Selection of Training Stations. Training stations will be upgraded as coordinators select them more carefully according to a set of criteria determined by taking into consideration his local business community and the quality objectives of his cooperative education students. Here, again, criteria should be developed to fit the local program. These criteria should include, among other considerations, the following:

The business must be interested in preparing young people for occupations in distribution.

A sponsor must be designated who is interested and capable, and who is permitted to give the student-learner individual on-the-job direction and instruction.

There must be an opportunity for a variety of duties and responsibilities commensurate with the abilities and objectives of the student-learner.

The prospective training station must be a reputable and successful business.

The job placement must conform to state and federal child labor laws applicable to the particular age group.

There must be assurance of an average of a minimum of 15 hours per week on the job during the school year.

The employer must be willing to pay the student-learner at a rate comparable to other beginning employees having similar duties and responsibilities.

4. Basic or General Instruction Outline. An outline should be developed before the opening of the school year for the course content to be presented to all the class members covering elements of knowledge and skills common to job intelligence and basic understandings in all of the business occupations. Available course outlines and textbooks can furnish excellent references for the development of this outline.

5. Current Lesson Plans. Weekly lesson plans should be set down by each teacher-coordinator in at least basic outline form. Changes occur so frequently in cooperative education that plans need reviewing at frequent intervals.

6. D.E. Club Activities. Participation in local, area, state, and national club activities develops leadership in cooperative students. A club constitution and a calendar of club events should be developed and reviewed each year by the teacher-coordinator and the club's executive committee.

*7. Advisory Council Membership and Reference Materials. Although an advisory council is not mandatory, most successful programs organize one and make use of its helpful suggestions. A coordinator should prepare specific plans in advance of advisory council meetings.

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*See page 322 for details of organization.

8. Supplementary Teaching Aids and Resource Materials. A coordinator should maintain contact with recent economic and business developments in the local, state, and national business communities by consistently reading such professional magazines as Illinois Vocational Progress, UBEA Forum, Journal of Business Education, Business Education World, American Vocational Association Journal, Balance Sheet, Business Teacher, and such current business magazines as Business Week, Journal of Retailing, Stores Magazine, and Display World. By so doing, he can be on the alert for supplementary teaching aids and resource materials. His resourcefulness is inspiring to his student-learners and to his cooperating businessmen.

9. Copies of Monthly Coordination Report. The monthly coordination report required by the State Board of Vocational Education, conscientiously prepared, becomes a valuable record for the coordinator and for his administrators.

10. Program Development Plans. Expansion and development of a local cooperative education program will include supervisory training (individual and/or group sessions), curriculum revision, and adult education.

Individual Student-Learner's File (one or more file folders)

The individual student-learner's file should contain all those items of information which the coordinator gathers or develops to facilitate the proper selection, placement, and training of the student. These items would include, among other things, all forms prepared by the student, employer, teacher-coordinator, or other faculty member having to do with the student's entrance into and success in the cooperative education program.

The training station memorandum or agreement, which includes at least a one-page, step-by-step training plan and a one-page list of individual projects and references, becomes an important part of this file.

The step-by-step training plan indicates what is to be learned, and whether it is to be taught in the classroom or at the training station. It is derived from a realistic analysis of the tasks, duties, and responsibilities of the student-learner in his part-time distributive occupation or office occupation, and it is developed jointly by the teacher-coordinator and training station sponsor. A training station sponsor should not be accepted by a coordinator until the areas of experience and training have been established to his satisfaction with the manager or job training sponsor. This decision should be resolved on the first or second visit to a prospective training station by the coordinator prior to placing a student-learner with the business. The establishment of these areas and the development of the training plan on succeeding visits will put specificity into coordination time. The coordinator should involve the student-learner and the job training sponsor in the process of detailing the areas of experience and training. This involvement during the school year will be a learning experience for both the student-learner and the job training sponsor. The adult will become a better supervisory person for the business of dealing with each new employer.

In summary, it should be re-emphasized that the contents suggested for these beginning files are minimum essentials. Communities differ, schools differ, and coordinators differ. These suggested minimums should in no way restrict the imagination or creativity of individual coordinators but should merely serve as a departure point from which to develop and improve a program.[6]

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[6] Ralph E. Mason, "Effective Cooperative Business Education Programs," Parts I and II, Business Education Forum, Vol. XVI, Nos. 5 and 6 (1962), No. 5, pp. 21, 23-24; No. 6, p. 30.

STUDENT REQUIREMENTS AND EMPLOYER-SCHOOL RESPONSIBILITIES

Requirements for Enrollment

1. To enroll in the program a prospective student must be interested in an educational program of preparation for occupations in the field of distribution.

2. The student must be approved for the program by the teacher-coordinator in his school. To secure this approval, the student must have made a satisfactory academic attendance, health, and department records during the student's three previous years in high school and must demonstrate an interest in and an aptitude for distributive occupations.

3. The student's enrollment in the program must be approved by his parents.

4. He must be at least sixteen years of age and of senior standing, or, in the case of a few programs, he may qualify in his junior year.

5. A student who has enrolled in the program and has accepted a training station position shall remain in that training station during the school year. If this arrangement becomes unsatisfactory to either the student or the cooperating business an equitable solution and agreement shall be sought through a conference between the student, the employer and the teacher-coordinator.

6. The student shall spend two school periods each school day in distributive education courses and a minimum of 15 hours a week receiving training on the job. Enrollees take their regular high school courses during one half of each school day and are employed in a bona fide training station during the remaining half of the day and probably on Saturdays. The student-learner may earn credit toward his graduation both for his work in the classroom and on the job. This credit is accepted toward admission to most colleges, providing the other entry requirements of the college or university of his choice have been met.

Responsibilities of the Training Station

1. To maintain employment and training standards which are consistent with the aims of the program and which safeguard the best interests of the student.

2. To provide capable supervision for the student-learner.

3. To plan with the teacher-coordinator a developmental program of varied activities in the business which will enable the student-learner to obtain appropriate learning outcomes.

4. To designate, (prior to the opening of school in the fall,) a fixed number of training stations for students enrolled in the program and to provide a minimum of 15 hours of work each week in each training station during the school year.

5. To compensate the student for time spent in training on the job at the same rate which is paid to other part-time beginners in the occupation in which the student is employed.

6. To acquaint the student-learner with the history of the business, its general operation, and any other information which will improve his knowledge and understanding of the field of distribution.

7. To provide an evaluation of the student's progress based on standards jointly established by the employer and the teacher-coordinator.

8. To discuss periodically with the student-learner his weaknesses and strong points and to give encouragement and recommendations for improvement.

9. To arrange to adjust regularly with the teacher-coordinator any problems which might arise relative to the student-learners actions or performance of duties.

10. To help promote distributive education in the community in such ways as: sending letters to the parents; accepting speaking engagements at parent-teacher associations, women's clubs, and other civic organizations; helping with newspaper publicity and pictures; and promoting group activities for youth in distributive education, such as field trips and banquets.

11. To speak before distributive education classes at school on various phases of merchandising, such as advertising, merchandise display, and buying.

12. To serve on advisory committees.

13. To assist in providing classroom aids, such as trade magazines and literature, display cases, merchandise, display materials, and training films.

Responsibilities of the School and the Board of Education

1. To employ a qualified teacher-coordinator.

2. To provide adequate classroom facilities and equipment.

3. To adequately apprise guidance counselors and teachers of the school system of the nature of the distributive education program and its importance.

4. To communicate to students opportunities in marketing and merchandising the value of a program of education for distribution.

5. To carry on public relations programs with parent-teacher organization, civic clubs, and parents.

Responsibilities of the Teacher-Coordinator

1. To identify enrollees having an aptitude and sincere interest in distributive occupations as a career and who are employable.

2. To counsel with students and give guidance concerning occupations in the field of distribution.

3. To visit in person employers and potential employers regarding the program and to secure training stations.

4. To maintain an impartial attitude toward students and businesses in making placements.

5. To assist students in realistic selections of their training stations.

6. To instruct classes and to coordinate the cooperative program.

7. To aid students in adjusting to the routine of combined school and work and to instruct students in developing positive attitudes towards their immediate employment and long-range career goals.

8. In cooperation with employers, to prepare a step-by-step training plan enabling the student to complete the objectives of the program, namely, preparation for entering a beginning distributive occupation as a full-time basis after graduation from high school.

9. To work closely with employers and student-learners to correlate classroom learning experiences with on-the-job instruction; to adjust problems which may arise relative to student's actions or performance of duties. Visits to employers are scheduled regularly.

10. To bring to class outside speakers, schedule field trips, provide a library of reference material, and encourage other group activities, to develop interest in and potential leadership for the field of marketing and distribution.

11. To advise the local distributive education youth group.

Responsibilities of Student-Learners

1. **To report for work on time and to remain constructively occupied until the work day is over.**

2. **To dress for work according to the rules for dress in the establishment where the student-learner is employed.**

3. **To develop attitudes and insight into the importance of beginning and routine activities and their relationship to the successful operation of the business and to his ultimate career goal.**

4. **To work agreeably with others in order to promote efficient operation and a feeling of friendliness between customers and the business.**

5. **To act with complete honesty. A breach of this rule will result in the immediate severance of the enrollee from the program.**

6. **To be reliable in all obligations to his employment and to be trustworthy in all transactions. The student-learner must inform the employer when he cannot report for work.**

7. **To equip himself with sufficient merchandise information so that he can supply customers with adequate advice relative to the product's quality and use.**

8. **To be accurate in all transactions. Sales checks and other statements should be made out neatly and accurately.**

9. **To remain in the same training station for the school year unless the training arrangement becomes unsatisfactory to either the student or employer, whereupon an equitable solution will be sought in conference between the student, the employing businessman, and the teacher-coordinator.**

10. **To offer constructive suggestions based upon his own experience, for the improvement of his program of occupational preparation.**

STUDENT'S APPLICATION FOR ENROLLMENT

Name________________________ ____________ ____________________
Last First Div. No. Div. Teacher

Address______________________________________ ____________________
Street Zone No. Phone No.

Date of Birth____________ ______________ _____________Age____Sex_____
Month Day Year

Place of Birth__________________ __________________ ____________
City State Soc. Sec. No.

Condition of health___________ ____________ ___________ ___________
Excellent Good Fair Poor

Do you have any physical handicaps?________________ ______________
Yes No

If yes, please state nature of handicap.______________________________
____

Height___________Weight___________Wear Glasses__________ __________
Yes No

Check year in school 11__________________ 12_____________________

Grades made last year____

List subjects taken (bookkeeping, sales, typing, foods, clothing, shop, and other business subjects).____
____

Subjects liked best____

Subjects failed____

Number of days absent last year___________________________________

Times tardy last year____

School activities (clubs)____
____________________________ ____________________________________

Community activities____

Are you working now? ____________________ ____________________
Yes **No**

If yes, give name of employer. ______________________________

Address of employer ______________________________

Type of work performed ______________________________

Are you interested in this occupational field as a full-time job? ______
______________________________ **Why?** ______________________________
____

Length of employment ______________________________ **Hourly wage** _____

If no, give name of last employer. ______________________________

Address of employer ______________________________

Type of work ______________________________

Length of employment ______________________________

Reason for leaving ______________________________

If accepted in the Distributive Education program, where would you like to work? ______________________________

Give the names of three teachers who know you best. ______________________________
____

Make a copy of your present program.

Period	Room	Subject	Teacher
1			
2			
3			
4			
5			
6			
7			
8			
9			

I certify that the above information is correct; and that, if given an opportunity to enroll in the Distributive Education program, I shall do my best to fulfill my obligation as a distributive education student-learner.

______________________________ ______________________________
Date **Student's signature**

PARENT'S APPROVAL FOR STUDENT'S ENROLLMENT IN DISTRIBUTIVE EDUCATION

1. Name______________________________Division____________________

2. Address______________________________Telephone____________________

It is fully understood that:

1. Dress regulations and good grooming standards must be observed at all times.
2. The quality of class work is of primary importance in obtaining a grade.
3. Quitting a job or being discharged from a position could mean dismissal from class with a failing grade in both majors.
4. Chronic tardiness will mean a change of program.
5. A standard type of notebook is required. Textbook, notebook, pen, and pencil are to be brought to class every day.
6. Class interest and class participation are also of paramount importance in obtaining a grade.
7. Once a position is accepted, the job in question must be kept until the end of the year unless the instructor's permission is obtained to leave it.

Student______________________________

Division teacher______________________

Date__________________________________

. . . .

I have read and understood the foregoing, and I hereby request permission for my son/daughter to enroll in the Distributive Education Program under the conditions outlined above.

Parent______________________________

Date________________________________

ORGANIZATION FOR TRAINING STATION PLACEMENT

Adapted from "Work-Experience Laboratories," Vocational Education Division Bulletin No. 260, Distributive Education Series No. 22, U.S. Department of Health, Education, and Welfare, 1956.

The Role of Counseling and Guidance Services

In enrolling students in the cooperative Distributive Education program and in identifying prospective training stations geared to the career objectives of the student-learners, teacher-coordinators will want to utilize, as one source, the counseling and guidance services available in the school.

Counselors can be of help by acquainting students, faculty members, and parents with occupational opportunities in the field of distribution, and with the cooperative plan of training. They can also assist the coordinator in selecting student-learners; however, the teacher-coordinator should have the final word in recommending those prospective students who would tend to benefit most from the program. Counselors should be aware of the possibility that more students may seek admission to the cooperative program than can succeed in it; therefore, they may want to provide some students with information or opportunities in other courses.

Also, counselors may evaluate the effectiveness of the counseling activities that preceded the student-learner's enrollment in the cooperative program by interviewing individual student-learners on the job or at school and by surveying graduates of the program.

Mutual Understanding of Training Station Objectives

Approval and adoption of a training station should be based on mutual understanding and agreements among the employer, the school administrators, the teacher-coordinator, and the prospective student-learner. Everyone concerned must understand that the training station is to serve primarily as a training medium rather than merely as an opportunity to earn money.

Experiences gained at the training station should therefore be expected to contribute significantly to the development of knowledge, skills, and attitudes needed in the occupation for which the individual's step-by-step training plan is designed.

Procedure for Organizing Training Stations

By the time the employer has decided to participate in the cooperative program, he should be fully aware of training station objectives and operating procedures. A plan of learning activities and training for the student-learner should be developed, and a person designated as the sponsor of the student-learner unless the employer himself has agreed to carry out this function. Following are the steps in organizing training stations:

1. Acquaint the employer with the nature and scope of the program. Before the employer interviews student-learners for possible employment and training, the teacher-coordinator should explain to him the following responsibilities and conditions regarding training stations:

> The cooperative plan is an educational program and not merely a program to help students secure employment.
>
> The employer is considered a partner in the program of training and should assist the school by providing planned learning activities and on-the-job instruction.
>
> Training agencies will provide an average of at least 15 hours of employment a week throughout the school year.
>
> A monetary wage will be paid all beginning student-learners and that this amount may be increased proportionately to their productivity.
>
> Candidates for the part-time employment have had vocational counseling at the school to assist them in determining tentative career objectives in the field of distribution.
>
> The student-learner is enrolled in special classes at the school where he is receiving instruction directly related to his employment activities and career goal.
>
> The student-learner should have opportunities to move from one specific job activity to another in order to participate in various experiences leading to his occupational goal.
>
> In matters of social security, insurance, vacations, and labor laws, the student-learner should be placed in the same employment status as that of other part-time employees.
>
> The teacher-coordinator will visit the student-learner, observe his job responsibilities, and establish jointly with the training station sponsor a step-by-step training plan of learning experiences.
>
> The successful completion of the step-by-step training plan, both at the training station and in the classroom, will constitute the basis for successful completion of the program.
>
> Periodic ratings of the progress of the student-learner at the training station will be made by the sponsor in cooperation with the teacher-coordinator who will also periodically evaluate each student-learner's progress in classwork.

2. Acquaint student-learners with certain features of training stations. Those who enroll in the cooperative program should understand that they must have enough time available for part-time employment while they complete other school requirements. Students should also understand that their learning activities are carefully planned in order to contribute to their preparation for a career in a distributive occupation. Each student-learner should also be made aware that the coordinator will visit him and his sponsor at his training station and that his part-time employment schedule continues throughout the school year.

3. Send students to be interviewed by prospective employers. The location of a training station geared to the needs of each enrollee involves the following steps of special importance. Student-learners should be interviewed by the prospective employer, become well acquainted with business policy, work regulations and time schedules, and be accepted by a training station as early in their program enrollment as possible.

The decision must be made concerning whether more than one student is to be sent for an interview with each employer and for each training station available. Each case probably will require a separate decision. Final selection of student-learners is to be made by the employer.

During either a preschool orientation period or the first few weeks of school, all students should be trained in interview techniques. Instruction on this subject may be given to the class as a whole or to each student individually. This type of training should include such information as when and where to report for the interview, and how to assess their own qualifications and to develop a written statement of the qualifications for the position. Students also need suggestions on how to answer the kinds of questions that employers usually ask, how to fill out written application forms, and what to do following the interview. The teacher-coordinator usually should arrange and schedule the employment interviews. Student-learners should be interviewed by employers and placed in training stations by the end of the second week of the semester.

4. Designate and orientate a training supervisor or sponsor. Some one person at the training station should be responsible for supervising the employment activities of the student-learner and for instructing him on the job. Employers whose time does not permit close supervision of student-learners may find it advisable to delegate this responsibility to a department manager or to another responsible employee. The supervisor to whom this responsibility is given should be included in planning meetings with the employer, the student-learner, and the teacher-coordinator. If a handbook of regulations and detailed suggestions for the supervision of student-learners is available, copies should be placed in the hands of the employer and immediate supervisor.

5. Determine time schedules for employment. A specified number of working hours each week should be established for all cooperative student-learners. The suggested minimum usually is 15. Total hours of employment and class attendance preferably should not exceed 40 per cent and certainly not more than 48 hours per week.

Student-learners ordinarily should not be expected to work earlier than 7:00 a.m. nor later than 7:00 p.m. Afternoon employment is usually more satisfactory than morning. The welfare of each student must be foremost when such standards are determined. Some distributive education placements of necessity run after 7:00 p.m. on certain evenings. A federal law states that one half of the total (minimum) hours of employment shall occur during the normal school day.

6. Establish a training memorandum. This should include the following:

names of student-learner, employer, business establishment, school, training sponsor, coordinator, and parents

dates of beginning and end of training period

statement of student-learner's career objective, including a brief description of the skills, attitudes, and information necessary for a worker in the occupation

a brief list of employment activities that will contribute to the student-learner's progress toward his career goal

a brief outline of the instruction that will be provided in school and at the training station

a statement of the responsibilities of the student-learner, the training station, and the school to the educational program

7. Develop a systematic training plan keyed to career objectives. One of the most important steps in the proper selection of a training station is that of preparing a written step-by-step training plan. The development of a training plan for a particular student brings him face to face with the problem of determining his ultimate career objective hased on a study of occupations. Through the training plan the employer also becomes more definitely aware of the student-learner's occupational goal and is encouraged to lead him toward his objective by providing an adequate variety of activities and training station instruction.

8. Prepare a step-by-step training plan. Observe the following course of action:

1. The teacher-coordinator carefully explains to the training station sponsor and the student-learner the purpose of a training plan and the procedures for developing one.

2. The teacher-coordinator, the sponsor, and the student-learner cooperatively list the skills, attitudes, and information needed for a successful career in the student-learner's chosen occupation.

3. The teacher-coordinator, the sponsor, the student-learner develop a list of organized activities that should contribute to the studnet-learner's progress toward his occupational objective.

4. The teacher-coordinator, the employer, and the student-learner list the types of knowledge and the skills needed by the student-learner in performing the activities referred to in No. 3 above.

5. The teacher-coordinator, the sponsor, and the student-learner cooperatively determine a plan for putting Nos. 3 and 4 above in action.

6. The teacher-coordinator periodically reviews with the sponsor and evaluates the progress of the student-learner through the various phases of the plan.[7]

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[7] U.S. Department of Health, Education, and Welfare, Work-Experience Laboratories, Vocational Division Bulletin No. 260, Distributive Education Series No. 22, 1956, pp. 8-9, 11-12.

III. INSTRUCTIONAL UNITS

BASIC OR GROUP INSTRUCTION
UNITS 1-9

SPECIFIC OR INDIVIDUAL INSTRUCTION
SAMPLE STEP-BY-STEP TRAINING PLANS

UNIT ONE - COUNSELING AND ORIENTING THE STUDENT FOR A CAREER IN DISTRIBUTION

In counseling Distributive Education students, certain fundamentals must be emphasized. First, our economy depends upon the efficient distribution of goods and services and every job in distribution is important. The economics of distribution should not only be taught in the last unit but should permeate the entire course. Second, the opportunities for personal growth and development will depend upon the student's ability to relate whatever product or service he represents to the needs and desires of all types of customers. The customer is the all important factor in merchandising.

Understandings, Concepts, and Skills

Understandings

Career opportunities in the field of distribution are limitless and available to students with widely varying interests, aptitudes, abilities, and training. They offer many personal advantages.

Concepts

Distribution is basic to an industrialized economy. It grows and changes with technological developments.

Population change and growth have contributed to the development of distribution.

Distribution is one of the largest employers in our economy; it requires executives, both men and women, and furnishes opportunities for those who are ownership-minded as well as management-minded.

Outline of Content

I. Analysis of occupational opportunities

   A. Types of businesses

      Retail:

      Supermarket
      Specialty store
      Department store
      General merchandise store
      Single line store
      Variety store
      Mail order house
      Discount house

      Wholesale:

      Merchant wholesaler
      Agents and brokers
      Assemblers
      Manufacturing sales branches
      Petroleum bulk stations and terminals

LEARNING EXPERIENCES

I. Analysis of occupational opportunities

* From the latest United States Census of Business and other sources of information tabulate the number of establishments, total sales, the number of proprietors, and the number of employees engaged in the merchandise or service areas chosen for Distributive Education training in your school.

Analyze newspaper want ads in reference to the number of distributive jobs available, the salaries offered, and the requirements for the jobs. Classify the jobs according to business functions.

Survey the types of businesses in a significant shipping area, tabulating these according to ownership, organization and control, method of doing business, and the number of working personnel. What career opportunities are represented?

List career opportunities in retail, wholesale, and service establishments.

Make a chart showing the job opportunities in your place of employment. The following headings may be used:

STORE ACTIVITY	JOBS IN THIS AREA
Buying	Buyer Assistant buyer

* For the gifted student

Understandings, Concepts, and Skills

Jobs in distribution are available in all kinds of businesses, with all types of people, and among all classes of merchandise and services; they are attainable at all levels in the business organization.

Distribution encompasses the widest variety of selling and non-selling activities within all the functions of marketing and accommodates those who are creative and enjoy changing as well as those who are clerical-minded and like routine.

Distributive skills are transferable and are always in demand.

Distribution provides a variety of incentives and stimulates the desire for higher education.

Because working in the field develops qualities of leadership and initiative, recognition and advancement can be rapid.

Understandings

Selection of employees in distribution is made on the basis of criteria which have been found reliable in predicting success on the job.

Outline of Content

Service:

- Personal services
- Business services
- Amusements

B. Functions of business

- Buying
- Advertising
- Displaying
- Selling
- Packaging
- Credit management
- Traffic management
- Store protection
- Personnel management
- Public relations
- Teaching of distribution

II. Analysis of the aptitudes and personal qualifications necessary for success

- A. Career interest
- B. School academic record
- C. Attendance record
- D. Discipline record
- E. General aptitude and achievement

LEARNING EXPERIENCES

Write an advertisement for the school newspaper designed to recruit students for the Distributive Education program.

Write a description for the job of your choice; State the duties and responsibilities as well as the personal advantages and disadvantages which may result from this job.

Investigate marketing innovations in your place of employment.

Summarize books about the growth of a distributive business or the life of an outstanding merchant.

Construct a display poster, showing the career opportunities available in distribution.

Post articles from periodicals about current developments in distribution and career opportunities on an appropriate bulletin board.

Report upon articles dealing with changes in the distributive field; point out the implications of these for career development.

Discuss articles dealing with broad changes in career opportunities.

Discuss the weekly "Careers in Retailing" broadcasts.

Participate in the "Careers in Retailing" broadcasts.

Take a field trip through a merchandising or a service establishment in order to observe the variety of careers.

Compare the opportunities in distribution with those in office occupations and trades.

Take a look at your community. How do careers in distribution compare with those in other vocational areas?

Locate on a map of the city the training stations cooperating with your Distributive Education program.

View and discuss films and filmstrips about careers in distribution.

Invite representatives from the state employment service and from business to discuss career opportunities in the field of distribution as well as employment possibilities for persons of your age and experience; participate in "Careers Day."

II. Analysis of the aptitudes and personal qualifications necessary for success

* Write a description of at least 200 words about a person with whom you are acquainted who has succeeded in merchandising or service

Understandings, Concepts, and Skills	Outline of Content
Concepts	
Students should strive to analyze their career interests and abilities in relation to the requirements of the career possibilities in the ever-changing field of distribution.	F. Health record G. Personal factors H. Special abilities
Understandings	I. Family interests
One of the major objectives of the Distributive Education program is to assist the student in the selection of an appropriate career goal.	III. Consideration of achievement of career goals through the Distributive Education program
	A. Qualifying procedures Application Personal interviews Parental approval Teacher-coordinator approval
	B. Relationship to total school program
	C. Objectives See front of guide
	D. Classroom procedures
	E. Co-operative job training program Development of the Distributive Education program on national, state, and local levels Obligations assumed by the student-traine Obligations assumed by the employer

occupations.

Construct a rating sheet listing the aptitudes and personal qualifications necessary for success in a distributive job; grade yourself on a scale of outstanding, above-average, satisfactory, and unsatisfactory.

Discuss the history of Distributive Education.

III. Consideration of achievement of career goals through the Distributive Education program

Complete an application form and apply personally to the teacher-coördinator for acceptance into the Distributive Education program.

Consult division teacher, sponsor, and counselor about graduation requirements as they relate to your choice of Distributive Education.

Discuss career plans with the teacher-coördinator; set up a tentative plan of job experience and academic training for advancement in distribution.

Take interest inventory, business skill aptitude, and personality tests given by the teacher-coördinator and/or the state employment service; discuss the career implications of your scores with your teacher-coördinator.

Develop a career notebook.

Prepare a simple student guide of rules, systems, and procedures prescribed by the Distributive Education program; these should be precisely stated so that you are well aware of your obligations.

Discuss with your parents, division teacher, counselor, and sponsor the advisability of enrolling in the Distributive Education program.

Write an autobiographical sketch, mentioning the influence that have helped to shape your present career objective.

Prepare a checklist of suggestions for getting along with your supervisor. How do you measure up? What can you do to improve?

Present a program to the P.T.A., discussing opportunities available through Distributive Education.

Understandings, Concepts, and Skills

Concepts

Guidance and counseling help the student choose his career goals more realistically.

The teacher-coördinator provides continuous counseling to help the student reach vocational decisions.

Parents encourage their children in career objectives.

Employers provide incentive for the personal and vocational development of their student-trainees.

Division teachers, counselors, and sponsors cooperate with the teacher-coördinator in counseling students with a career interest in distribution.

Distributive Education training prepares the student for effective performance on the job.

The teacher-coördinator provides for learning experiences leading to an understanding of the subject matter content and guides the student in specific projects related to his on-the-job training.

Outline of Content

Obligations assumed by the home

Obligations assumed by the teacher-coördinator

Step-by-step training plans

Reports concerning the student

F. Distributive Education club activities

Distributive Education Clubs of America (DECA)

Illinois Association of Future Distributors (IAFD)

Illinois Foundation for Distributive Education (IFDE)

Annual Employer-Employee Luncheon-Conference

Social

Professional

Community

G. Special opportunities

Contests

Awards

Scholarships

LEARNING EXPERIENCES

* Prepare a bulletin board of employment manuals, pamphlets, and other descriptive materials showing the obligations of employees.

Discuss the form used to rate your job performance.

Discuss "Are personal ethics just as important as business ethics in achieving success?" and give examples.

Set up the Distributive Education club, making provision for joining DECA and LAFD; organize committees to provide for social, professional, and community activities.

Discuss the objectives of the Distributive Education program and their application to you.

Discuss "What goals are important in life?" Explain how your career objective is related to these goals.

Understandings, Concepts, and Skills	Outline of Content
Understandings	IV. Training in employment procedures
The Distributive Education program prepares the student for his initial contacts with the business community.	A. Preparation for the job interview
Concepts	Personal appearance
The job interview is the first step in the employment procedure:	Personality factors
The student is prompt for the interview.	Awareness of career interest and aptitude
The student prepares a list of personal data, experiences, references, and goals in order to facilitate his presentation to the employer.	Knowledge of prospective employer: Company policies Employment procedures Career opportunities
The student examines his physical, mental, and moral characteristics with a view to self-improvement.	Proper completion of employment forms:
The student informs himself about his prospective employer in order to establish a better first impression.	Personal data School experience Work experience Hobbies Career objectives References
The student has an opportunity to sell his personality and potential as an employee during the employment interview.	B. Conduct during the interview Business-like
The student analyzes his aptitudes, skills, and interests in relation to the requirements of the job.	Articulate Courteous and considerate
The attitudes of beginning employees are crucial in determining their suitability for training jobs.	Responsive C. Legal considerations
	Social security regulations
	Work permits (birth certificates necessary)

LEARNING EXPERIENCES

IV. Training in employment procedures

Prepare reports outlining employment procedures on your job, indicating incentives and promotion policies.

* Invite a personnel director or other appropriate persons to talk about employment procedures and to participate in employment interview role-playing with members of the class.

* Participate in personnel interviews with members of the class taking the roles of employment interviewer and prospective employee.

* Obtain job application blanks from several establishments and discuss the information requested.

List the aptitudes and personal qualifications which you expect the employer to require of an applicant for your training job.

Make a list of your hobbies, interests, and special abilities. How do these enhance your acceptability to the employer?

List your references and personal data.

Take a look at yourself. What rules would you set up for self-improvement?

How may you obtain information about your prospective employer? Summarize the data collected.

Apply for the training job; be prompt and go alone.

Analyze your aptitudes, skills, and interests in relation to the requirements of your prospective job; plan what you will say to sell yourself to your employer at the job interview.

Visit the local Social Security office to obtain a working number.

List safety requirements for your job; discuss the implications.

If a work permit is needed or requested by the company, visit the counselor for the necessary form.

Discuss how your take-home pay is computed. Is your pay rate affected by minimum wage legislation?

Participate in a "Dress-for-an-Interview Day"; discuss the merits of good grooming and appropriate clothing and accessories.

Understandings, Concepts, and Skills	Outline of Content
Business requires certain standards of achievement in language and arithmetic skills.	Withholding taxes Regulations relating to wages and hours
Business skills, specialized knowledge, and particular talents enchance a student's appeal to the employer.	Safety requirements
Conditions of employment are regulated by school, company, and governmental considerations.	
Understandings	
The Distributive Education program attempts to instill in the student the ability to evaluate a job as to requirements and promotional possibilities.	V. Evaluation of a training job in terms of career objectives A. Requirements of the training job
Concepts	Attitudes:
The student reassesses his career goals in relation to the realities of the job.	Honesty Security Friendliness Initiative
Vocational maturity results from the student coping with and adjusting to the problems of the job.	Imagination Industriousness Desire to succeed Punctuality Dependability
Vocational maturity results from finding the best adjustment to ability, achievement, values, and preferences.	Willingness to accept direction Skills:
The desire to take advantage of the opportunities in distribution is an incentive to the student to develop initiative and leadership and to further his education.	Language Arithmetic Business Knowledge: General Specialized business

LEARNING EXPERIENCES

V. Evaluation of a training job in terms of career objectives

Begin the accumulation of information for the job manual.

Refer to your step-by-step training plan and list job duties. Set up a job study plan, listing what you must learn to do your job well; check your progress periodically with your teacher and your employer.

List the menial tasks assigned. Why is each important? What might result if they were done carelessly?

Classify the abilities used on the job into the following categories: customer relations, manual, artistic, clerical, employee relations, and study and research. What does this suggest for self-improvement?

Evaluate training job in terms of career objectives, opportunities for learning and training, and development with the company.

Set up a basic organization chart, specifying your department of work. Show the variety of selling and non-selling activities as well as the various levels of employment from the beginning job to head of department.

Select a job in your present place of employment which interests you as a career goal; using as many references as are available in school, in the public library, and in your place of employment, list the requirements for the job selected. How do you expect to prepare to meet these requirements?

Understandings, Concepts, and Skills

Company promotion opportunities help the student to set up a schedule for achieving his career objective.

Skills

The student should develop:

- a basic business vocabulary
- an ability to evaluate his abilities against the requirements of particular work situations.
- an understanding of proper attire.
- the ability to fill out an employment application
- the ability to conduct an employment interview
- the habit of following the rules of good personal hygiene

Outline of Content

B. Training available on the job

C. Opportunities for learning through observation, depth of experience, and job rotation.

Company opportunities for career development:

Training program
Promotion policies
Lifetime career
Support of further education

LEARNING EXPERIENCES

* Write to the registrars of junior colleges, colleges, and universities for information about curriculums in the field of distribution.

* Apply and work for scholarships and awards.

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JOB AREAS AND TYPES OF POSITIONS IN MERCHANDISING

accounting
adjusting - bills
advertising
artist - commercial
assistant buyer
buyer
cashiering
comparison shopping
copywriter
credit authorizing
credit interviewing
display
employee training
exchange clerk
fashion consulting
fashion coordinator
food handling
floor manager
garment fitter
head of stock
hostess
interior decorator
interviewing
layout artist
mail clerk
marking - pricing
materials handling
merchandise adjusting
merchandise checking
order filling
packing
personal shopper
personnel
printing
receiving clerk
return goods clerk
selling
shipping clerk
show card writer
store detective
tabulating
telephone soliciting
unit control clerk
waitress
window trimmer

AUDIO-VISUAL AIDS

There are very few up-to-date films that can be recommended for use in the Distributive Education classroom. The latest films can be secured only at a high rental fee or through purchase at considerable cost. The films which follow are listed in Classroom Motion Pictures, Filmstrips, and Art Slide Sets, Chicago Public Schools, 1961-63. The following films have some relation to Distributive Education and are available, free of charge, from the Division of Visual Education of the Chicago public schools and other sources.

FILMS

By Jupiter! Wilding Picture Productions, 1947. 27 min. b&w (X-B-40).
Demonstrates the value of being friendly and courteous in all of ones dealings.

Getting a Job. Encyclopaedia Britannica Films, Inc., 1954. 16 min. b&w (X-G-65).
Suggests possible sources and procedures for securing a job.

Planning Your Career. Encyclopaedia Britannica Films, Inc., 1953. 16 min. b&w (X-P-97).
Shows the importance of seeking guidance from a counselor in planning a career.

The Story of Distributive Education. Sears-Roebuck Foundation, Association Films, Inc., 1958. 21 min. color.
Explains the role of "D.E." in a suburban school program and how it prepares students for careers in merchandising.

Telephone Courtesy. American Telephone and Telegraph Co., Information Dept., Film and Display Division, 1946. 25 min. b&w (X-V-5).
Suggests possible sources and procedures for securing a job.

FM RADIO BROADCAST

New Directions in Careers. Broadcasts are designed for classroom listening. They are presented on Radio Station WBEZ (FM 91.5 mc) at 8:35 AM and again at 2:05 PM each Wednesday. (15 min. broadcasts). This series is produced by the Division of Radio and Television of the Chicago Public Schools in cooperation with the Bureau of Pupil Personnel Services, the Bureau of Business Education, the Department of Vocational and Practical Arts Education, and the Illinois Retail Merchants Association.

VOCABULARY

advisory committee

automation

bonus

broker

commission

direct selling

discount house

distribution

Fair Labor Standards Act

fringe benefits

George-Barden Act

George-Deen Act

job analysis

marketing

merchandising

middleman

minimum wage

policy

retailing

sales promotion

service establishment

shipping center

Smith-Hughes Act

social security

specialty shop

step-by-step training plan

student-learner

tact

teacher-coordinator

training station

trait

unemployment insurance

vocational education

voluntary chain

wholesale

withholding taxes

UNIT TWO - SELLING

Great quantities and varieties of goods are produced as a result of the highly industrialized and competitive nature of the American economy. In order to justify the vast expenditures in capital equipment that are required to sustain this volume of productivity, selling has become a salient function in maintaining the flow of merchandise from the producer to the consumer and in establishing markets for goods across large geographic areas.

Understandings, Concepts, and Skills

Outline of Content

Understandings

Selling finds buyers for this merchandise and selling explains the differences between products. It makes clear the terms of the sale and it arranges for the transfer of ownership. It iniatiates service, arranging for credit and delivery.

Concepts

Selling arouses demand for new products, new brands or models, and influences the customer's choice of source of supply.

The salesman is essential in consummating the exchange of goods between the large number of manufacturers, farmers, wholesalers, retailers, and ultimate consumers involved in the distribution of goods and services.

Selling attempts to promote the sales of the merchandise and to build a favorable image for the business. Selling can be both promotional and institutional.

I. Analysis of the selling function

   A. Creation of demand

   B. Finding of buyers

   C. Giving of information

   D. Giving of service

   E. Negotiation for price

   F. Transferring of ownership

LEARNING EXPERIENCES

I. Analysis of the selling function

Prepare a reading report on selling as a function of marketing.

Study the methods of selling used at your place of employment; write a report showing how personal selling, advertising, display, and sales promotion are co-ordinated to effect the sales of merchandise and to create a favorable image of the business establishment.

Collect articles relating to the selling activities of business concerns from daily newspapers, trade papers, and magazines.

*** Discuss the following: "A critic of our marketing system suggested the elimination of all selling effort. How would following this critic's advice affect our economy?"**

Show how selling effort adds value to merchandise.

Discuss "Can selling really create a demand for a product?"

*** For the gifted student**

Understandings, Concepts, and Skills

Personal selling can adapt the selling effort to the individual customer's buying purpose.

Advertising can reach a large market quickly to arouse interest and desire for the merchandise. It is a great aid to mass distribution.

Display is becoming increasingly important as a method of visual merchandising for self-service and self-selection types of business.

Selling is done by personal salesmen, advertising, display, and sales promotion. The combination and co-ordination of these methods of selling is a matter of company marketing policy.

The salesman is the informative link between the various parties engaged in the exchange of goods in our specialized economic system.

Personal selling activity is a natural and inevitable characteristic of a private enterprise economy in which buyers may purchase from alternative sources without compulsion.

Sales promotion rounds out the sales program by maintaining liaison with dealers and consumers.

Sales promotion as a specialized business function is most highly developed among large manufacturing companies that market highly advertised consumer goods.

Outline of Content

II. Methods of selling

A. Types of personal selling

Specialty

Industrial

Wholesale

Service

Detail

Route

Retail

B. Advertising

C. Visual Merchandising

D. Sales promotion

Point of purchase advertising and display

Dealer merchandising aids:

Premiums
Contests
Coupons
Samples
Demonstrations
Fashion shows
Trading stamps

LEARNING EXPERIENCES

II. Methods of selling

* Contrast the merchandise advertising of manufacturers and of retailers in purpose and nature.

Make a study of the total selling effort behind the merchandise you handle or sell on your job.

Prepare a bulletin board on trading stamps.

Illustrate several types of opportunities for creative selling often encountered by alert retail sales people.

Understandings, Concepts, and Skills

Understandings

The salesman's skill in selling improves as he: (a) understands the customer's reasons for buying, (b) interprets merchandise and service information to satisfy the customer's needs, and (c) organizes the sales presentation around principles of selling.

Concepts

The salesman analyzes the customer's purposes for buying; he arouses the customer's desires so that he feels the need for the merchandise of service.

The salesman guides the customer through the steps of the sale from attention to purchase.

The salesman converts product and service information into a selling appeal; the customer buys satisfaction.

The salesman studies the customer to learn why and how he buys; customer's buying motives vary.

Outline of Content

III. Preliminaries to the sale

A. Product knowledge

Sources:

Product examination
Labels
Manufacturer
Other salesman
Merchandise manuals
Trade publications
Consumer publications
Product advertising

Uses:

Creation of customer confidence
Support of selling points
Product analysis sheet
List of buying motives
Objection analysis sheet

B. Customer knowledge

Buying motives:

Rational
Emotional

Conditions affecting buyer's decisions:

Income
Education
Ethnic background

LEARNING EXPERIENCES

III. Preliminaries to the sale

Collect and analyze advertisements for the product you have chosen to sell in terms of appeals to the customer's buying motives, the selling points made in the sales message, and the techniques for eliminating the customer's objections.

Collect merchandise information for your product. Send letters to manufacturers and distributors of the product requesting information.

Collect and analyze advertisements for merchandise information. Collect labels and merchandise information tags attached to the product itself. Use the product in order to get the consumer's viewpoint.

Refer to books and current consumer and trade periodicals for product information and summarize in reports about the product.

Consult reports from testing bureaus.

Talk to salesmen who sell the product and to your job supervisor for information related to selling the product.

Sell your product on the job.

Understandings, Concepts, and Skills

Understandings

People seldom make up their minds by themselves. The sale procedure is the technique employed by the salesman to assist the prospect in making a buying decision.

Concepts

A good approach must be prepared for each sales interview.

Approaches that employ spectacular or theatrical devices may secure attention but it is not the kind that will insure continuing interest.

The demonstration gives the prospect the opportunity to experience for himself the benefits to be obtained from owning the product.

Outline of Content

IV. Outline of the sale

A. The approach

Objectives:

Creating favorable first impression
Gaining prospect's favorable attention
Developing definite interest

Types:

Merchandise
Service
Greeting

B. Demonstration

Objectives:

Maintaining prospect interest
Verifying salesmen's statements

Rules to follow:

Preparing in advance
Concentrating on developing prospect's needs
Providing for customer participation
Achieving prospect agreement
Dramatizing
Demonstrating readiness to close

LEARNING EXPERIENCES

IV. Outline of the sale

Prepare a notebook of ten advertisements to illustrate how selling is done by appealing to the customer's buying motives. Analyze each advertisement for buying motives and selling appeals. Make a chart showing buying motives on the left and selling appeals that apply to these motives on the right.

Choose a classmate to work with you in a role-playing sales talk. Plan a sales talk for class presentation in which you sell a product or service to him. Act as a customer in a sales talk in which he sells you something. Use a product or service you may be selling on the job.

Set up the conditions of the sale. Analyze the customer role you have set up for your classmate, according to age, ethnic background, purchasing power, buying habits, previous buying experience, buying motives, and the customer's immediate buying purpose.

Determine how your product is distributed and what services are offered with it.

Incorporate all the information in your merchandise manual.

Following the outline for the sales presentation, plan each stage of the sale to illustrate the selling principles listed in the content outline.

Obtain the props and merchandise for your sales talk.

Participate in evaluation of the sales talks presented by other members of the class. How did the salesman discover the customer's buying purpose? What techniques did the salesman use to present the merchandise? How did the salesman eliminate the customer's objections? How did the salesman bring the sale to a close? What attempts were made to increase the sale through selling or trading up?

Understandings, Concepts, and Skills	Outline of Content
Conviction is built up throughout the entire sale. The handling of the prospect's objections will be the culmination of this confidence building. Every potential sale will contain elements of sales resistance. A lack of resistance may be indicative of an absence of prospect interest. The resistance to the sale may take the shape of objections or excuses. Objections are honest points of difference, whereas excuses are merely smoke screens behind which the prospect attempts to hide.	C. Conviction and objection handling Conviction building: Enthusiasm Selling point restatement Proof Types of objections: Price Quality No need Firm unknown Methods of handling: "Yes but" Question Direct denial Superior point Explanation Boomerang
From the time a salesman makes his opening statement he is working towards a close, and that close may come at any time during the sale. No salesman ever closed all his sales. Failing to close a sale is no disgrace, but it is a sign of poor salesmanship.	D. The Close Trial close Methods: Selling point review Minor point Last chance Prospect choice Premium Contrast of good and bad points Request for sale

Understandings, Concepts, and Skills	Outline of Content
Suggestion selling is based on the idea that when a suggestion is made at the right time, a person usually responds favorably because the matter is on his mind.	E. Suggestion selling to increase sales Related merchandise Larger quantity Better quality New merchandise Sales merchandise
It is important for the salesman to continually expand effort in goodwill building because much of his, as well as the firm's, business will come from old customers.	F. Goodwill building Thank customers Check-up of customer satisfaction Continuous customer communication: Sale goods New items Store services
Understandings The salesman's job requires knowledge about the factors that affect the distribution of goods and services; the salesman uses this knowledge in making sales.	V. Evaluation of a career in selling A. Personality requirements Good personal appearance Gregariousness
Concepts Initial training on the job generally consists of orienting the student to the policies and procedures of the company and the essentials of selling techniques.	B. Training Initial orientation Training by supervisor (See Appendix for step-by-step training plans.)

LEARNING EXPERIENCES

V. Evaluation of a career in selling

Describe the most successful salesman you have met on the job. Analyze the reasons for his success. Report to the class.

Interview your supervisor or a member of the personnel department on the questions, "What qualities do you look for when hiring a salesperson?" and "How do you identify these qualities?" Report to the class.

Invite a salesman, personnel director, or other appropriate management personnel to speak to the Distributive Education class on the sales personality.

Understandings, Concepts, and Skills	Outline of Content
Continuous training helps the student become more effective in handling customers, in using product and service information, in making sales, and in building a satisfied clientele.	Observation Broad experience in a specialized area Job rotation Training films and verifying sessions
Continuous training keeps the employee in touch with the current merchandising and promotional activities of the company; it also keeps him informed of changes in methods of doing business.	Promotional training C. Opportunities Survey of job opportunities in selling:
A student who proves his ability to perform well in all facets of the selling job qualifies for promotional training.	Seeing the variety of opportunities Knowing the personal advantages and incentives
Promotional training provides the student an opportunity to develop his special abilities and interests as well as his management potential.	Promotion through occupational development:
Every type of business offers many opportunities for careers in selling from sales clerk to sales engineer.	Setting up the lines of promotion toward one's career objective Achieving competency in selling
A career in selling provides opportunities for personal development, variety in daily tasks, contacts with many different people, liberal compensation, and promotion.	Developing leadership and initiative Achieving competency in the control aspects of the job Appraising one's personal qualifications against the requirements of the next job
The student infers the requirements for achieving his career objective from charting lines of promotion.	Outlining a program of training and formal schooling
The student who is working toward promotion does an outstanding job and takes advantage of opportunities to develop the skills needed for advancement.	Providing ability to accept responsibility for making decisions on the management level

LEARNING EXPERIENCES

Discuss the results of the personality and interest inventory tests you have taken with your teacher, counselor, division teacher, and parents; what do they indicate about your suitability for selling?

Make a study of your personal style; set up your personal color chart; list what accessories you could add to your business outfit to enhance your appearance.

Using advertisements for clothes, put together an outfit that would be suitable for a salesperson on the job.

Rate yourself on a check list which enumerates the health and personal appearance traits important to achieving success in selling.

Have yourself photographed for a slide in an outfit you have chosen as appropriate for your selling job. Discuss your choice on a tape recorder. Project the slide on a screen, correlating it with the explanation on the tape. Have the class comment on your appearance and on your voice personality.

List the skills that are required on your selling job. Check with the job activities outlined on your step-by-step training plan. How will you develop these skills?

Rate yourself on a check list for mental, social, and character traits. Do you have the mental, social, and character traits important to success in selling?

Develop a list of rules for getting along with people; how can one recognize teamwork in an organization?

How can a salesperson adjust to the situation when he finds he has too many bosses? Illustrate from your job experience.

How can you strengthen relations with the older, more experienced salespeople in your department? Illustrate from your job experience.

* How does the company you work for determine what its customers will buy? What analysis is made of sales records? How is this information used? Report to the class.

Understandings, Concepts, and Skills **Outline of Content**

The student's career objective motivates him to obtain promotional training and further schooling.

Planning and working toward a career objective develops the maturity necessary for occupational development.

Attitudes

The student should:

Recognize that the role of the salesman is an honorable one.

Realize that selling is an integral part of our free enterprise system.

See that the salesman helps rather than hinders the consumer in making wise buying decisions.

Skills

The student should:

Develop a sales vocabulary.

Have the ability to convert product features into selling points.

Be able to make an organized sales presentation.

Be able to handle product objections.

LEARNING EXPERIENCES

* Find illustrations in professional periodicals of the ways in which market research is used to help solve business problems. State the problem and outline the procedure used to solve it. Report to the class.

How does management in your place of employment try to determine customers' preferences? Report to the class.

Report on market information for your type of business from trade papers and trade services available at your place of work.

Collect the training materials used in your initial job training for your Job Manual. What information did you receive on the policies and procedures of the company? What training did you receive in selling techniques? Report to the class and compare your training with that of the other students.

What is the line of advancement for a retail salesman? How does advancement for the specialty or field salesman take place?

Invite representatives from different types of businesses to speak on opportunities in selling in their fields.

Read literature on selling careers provided by the Chicago Sales Executives Club. Report to the class.

Why is it unnecessary to worry about having a blind alley job when one is a salesman?

Why do so many company presidents come up from the sales ranks?

What are the lines of promotion toward your career goal? Chart this for your Job Manual.

What training is necessary before you would be eligible for your first promotion? Describe the personality characteristics of the person who now holds this job. What training did he have? Interview the people whose footsteps you are hoping to follow; ask them what they consider important preparation for success in selling.

Prepare a poster that shows the lines of promotion toward the career objectives of the members of the class.

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VOCABULARY

agent middlemen

approach

attention

buying motive

buying signals

center-of-influence method

close

cold canvassing

commission merchant

competition

conditional close

conviction

demonstration

desire

direct-denial method

drummer

emotional motives

endless-chain method

follow-up

interest

Merchandise approach

need

objections

planned sales presentation

product analysis

prospect

prospecting

rational motives

referred lead

sales engineer

sales manager

specialty sales

suggestion selling

superior point method

suspect

trial close

want

warranty

"yes but" method

UNIT THREE - BUYING

The end of buying is selling, The merchant buys not to display but to sell. Charged with this responsibility buying becomes an analytical process attempting to answer the questions of what, where, when, and how much to buy.

Understandings, Concepts, and Skills	Outline of Content
Understandings The buyer does not act on the basis of his own whims or fancies. The potential purchases must be examined in the light of such factors as available capital, employment level, competition, and past purchases. **Concepts** The buying plan must be made far enough in advance to take advantage of seasonal discounts and to assure delivery when the demand develops.	I. Preparation of the buying plan A. Customer wants Past sales records Customer survey Want slips Studies: Income Education Occupation Age Family size B. Economic conditions C. Planned inventory levels D. Competitive policies E. Planned sales
Understandings The buying decision emanates from the buyer but it must be understood that the buyer acts	II. Information for the buying decision

LEARNING EXPERIENCES

I. Preparation of the buying plan

Determine how your company decides what to buy. What analysis is made of sales records? How is this information used? Report to the class.

Invite a buyer from some business establishment to speak to the class.

* Develop a questionnaire that could be used to guide the buyers in their merchandise selections.

Bring in a want slip used in your firm and explain the procedure for follow up.

Find illustrations in professional periodicals of how market research is used by the buyer. State the problem and outline the procedure used to solve it. Report to your class.

Report on the comparison shopping efforts of your employer.

II. Information for the buying decision

Categorize into fashion, staple, shopping, and convenience goods the items sold in your department.

* For the gifted student

Understandings, Concepts, and Skills

in a manner similar to that of a data processing machine, absorbing information for decision-making purposes.

Concepts

Consumer buying habits differ in relation to various classifications of goods. Because of this fact it is important that the buyer does not attempt to utilize a rigid set of buying principles for all classes of goods.

In many instances a store will have developed a particularly strong personality. When this is the case the buyer must examine all possible purchases in the light of the store's policies.

The establishment of good reliable sources of supply is paramount to the successful operation of a merchandising concern. It requires a constant vigilance on the part of the buyer to unearth these resources since competitive buyers are unmoving in their resistance to disclose their sources.

The resource offering the lowest price may not be the best firm to deal with. Such factors as quality control and dependability rank equal with if not greater in importance than price.

Outline of Content

A. The what of buying

Kinds of goods:

Fashion
Staple
Shopping
Convenience

Store policies:

Merchandise
Promotional
Price lines
Basic items
Private or national brands

B. The where of buying

Information about resources:

Salesmen
Wholesalers
Central markets
Buying offices
Trade papers
Trade services

Selection of resources:

Suitability of line
Completeness of line
Assurance of delivery
Credit accommodation
Dealer aids

LEARNING EXPERIENCES

List the specific policies pursued by your firm.

Determine what is done by managemnet in your place of work to determine customer's preferences. How does this tie into the buying function? Report.

*** Discuss (or report on) the advantages and disadvantages of a single source of supply, making specific reference to your training station.**

Report on market information for your type of business from trade papers and trade services available at your place of work.

Report on what trade papers your department subscribes to regularly. What merchandise information do you receive on the job from films, booklets, advertising, suppliers' salesmen, and departmental meetings?

Understandings, Concepts, and Skills	Outline of Content
The buyer will have monetary limitations placed upon his purchases. Within these monetary boundaries he must exercise his own judgment. He must be wary of drastically reduced goods that have the ability to delineate between fad and fashion so that appropriate quantities will be ordered.	C. The how much of buying Initial budget Open-to-buy Space limitations Quantity discounts Fad or fashion
Understandings The buyer must be mentally equipped with technical information regarding billing, dating, and discounting, for this will complement his merchandise knowledge and will play an important role in bringing the goods into the store at the lowest possible cost.	III. Bargaining in buying A. Shipping terms Route Shipper Packing F. O. B.: Shipping point Destination point Store
Concepts Discounts are as valid as the motive generating the discount; for instance, the purpose of the cash discount is to bring about prompt payment and that of the seasonal discount to move out-of-season goods. Using the above logic, the buyer must determine when a discount is really that and when it is merely a sham.	B. Dating terms Regular Extra Advance E. O. M. R. O. G. C. Discounts Cash Trade Quantity

LEARNING EXPERIENCES

Explain how the budget is developed for your department.

* Prepare and give the solution to an open-to-buy problem.

Cite examples from your experience on your job of items that have been over-stocked and items that have been under-stocked. How do you explain these errors in buying? Report this to the class.

III. Bargaining in buying

Bring to class a blank copy of an invoice and demonstrate how it is completed, explaining all the terms used. Do the same for a purchase order.

Obtain a blank purchase order from your employer and fill it out using a fictitious supplier's name.

* Write a report on the liability of the vendor, the shipper, and the buyer regarding a shipment of goods.

Explain the purposes of the various dating methods. Classify kinds of firms as to the methods of dating and attempt to justify each method.

Compute the real savings that result when cash discounts are taken.

Practice the computation of the various discounts until a level of competency is reached.

Understandings, Concepts, and Skills	Outline of Content
Often manufacturers will offer non-price concessions. This type of concession must be bargained for just like price reduction. Since concessions of a non-price character either reduce selling costs, increase volume, or reduce markdowns, they have the same net effect as a price reduction, that is to increase profits.	D. Special concessions Advertising allowances Display material Return privileges Demonstrators Price decline guarantees
Understandings After the goods are purchased on the most favorable terms, the buyer must then price the merchandise for final sale. The buyer is guided initially by the store's average markup, but the pricing of each item involves taking into consideration all factors that have any bearing on the profit of the firm.	IV. Pricing of merchandise A. Calculations for average markup Sales forecast Expense forecast Price reductions: Markup Shortages Employee discounts Profit goal
Concepts Although the buyer must utilize the concept of the average markup in his pricing policy, seldom will individual items coincide as to markup with the average. When pricing a particular item, specific factors such as markdowns, selling effort, and competition must be considered.	B. Pricing of individual item Cost factors: Wholesale price Overhead Specific expenses Markdowns Demand factors: Competition Prevailing prices Relationship of price to volume Fair-traded merchandise

LEARNING EXPERIENCES

Bring in current material on merchandising promotions, advertising, and displays in your company.

Discuss the importance of manufacturers' display aids relative to your firm.

* Research the history of the advertising allowance with emphasis on its relevance to anti-trust legislation.

Discuss who pays for price decline guarantees.

IV. Pricing of merchandise

Make up a set of ten problems in discounts and markups showing the solution for each one.

Describe the markdown policy in your firm.

Compare the markdown policies of competing firms.

* Have a panel discussion or debate on the merits of fair-trade pricing.

Write a paper on the pros and cons of fair-trade pricing as it affects the consumer, the retailer, and the manufacturer.

Point out what items in your department require a greater expenditure of effort to sell. Explain what these efforts are and why is it necessary to use them.

Illustrate the idea that once the public gets used to a price it tends to rebel at any other price.

Understandings, Concepts, and Skills | **Outline of Content**

Skills

The student should develop

- A buying vocabulary
- The mathematical ability to compute discounts, markups, and markdowns
- The ability to construct a buying plan
- The ability to read invoices, purchase orders, and related forms.

Understandings

Before a student decides upon a career, it is necessary that he have a realistic view of the career he is considering. This is as true of a career in buying as it is of any other. Therefore, the student should know what particular aptitudes, skills, and training are required to be successful in the field of buying. He should objectively evaluate himself to determine whether he can be successful and happy in a career in buying.

Concepts

The position of buyer serves as a stepping stone for merchandise manager and other higher positions.

V. Buying as a career

  A. Job opportunities

    Buyer

    Assistant buyer

    Resident buyer

    Fashion co-ordinator

    Comparison shopper

    Merchandise consultant

    Merchandise lab technician

LEARNING EXPERIENCES

V. Buying as a career

* Make a survey of your store to determine how many people perform a buying function, indicating what percentage of their total time is devoted to buying duties.

Make one organization chart for your entire organization and another covering only the buying department.

Rate yourself on a check list for mental, social, and character traits. Do you have the mental, social, and character traits important to success in buying?

Make a list of the personality, education, and experience requirements of the buying job that you eventually want to have. Set up a tentative plan for your career development.

Rate yourself on a check list which enumerates the health and personal appearance traits important to achieving success in buying.

By interviewing buyers at your training station find out what characteristics and skills are necessary for a career in buying.

Understandings, Concepts, and Skills	Outline of Content
The buyer's appearance will usually be satisfactory, especially if he has been a salesman and is aware of the importance of dress and manners.	B. Personality requirements Good grooming Good memory
The duties of a buyer are often very demanding, frequently requiring long and irregular hours. Travel is often necessary.	Decisiveness Judgment Bargaining ability
The buyer has to have a strong will and must not be easily persuaded.	C. Skill requirements Understanding:
The ability to admit one's mistakes is usually a sign of good judgment in a buyer.	Color Design Fabrics Construction
	Merchandising
	Sales

LEARNING EXPERIENCES

List the skills that are required on your buying job. Check with the job activities outlined in your step-by-step training plan. How will you develop these skills?

Collect the training materials used in your initial job training for your job manual. What information did you receive on the policies and procedures of your company? What training did you receive in buying techniques? Report to your class and compare your training with that of your classmates.

* Examine college catalogs to find out what courses are offered for people interested in buying as a career. List the name of the course, a brief description of it, and the name of the institution offering it.

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VOCABULARY

advance dating

advertising allowance

agent

basic stock list

buying plan

cash discount

chain discount

comparison shopping

consignant

demonstrators

dollar markup

E. O. M.

extra dating

fad

fair trade

fashion

fashion coordinator

fashion cycle

F. O. B.

initial markup

job lot

lines

list price

listing system

loss leader

maintained markup

margin

market

merchandise broker

merchandise plan

national brand

piggyback

post dating

private

quantity discount

purchase order

reporting service

resident buyer

resource

R. O. G.

sales representative

staple

style

trade credit

trade discount

trade paper

trade show

unit packing

vendor

want slip

UNIT FOUR - STOCK HANDLING

Modern mass distribution requires a smooth and rapid flow of goods from the manufacturer to the selling area, so that consumer demand will be satisfied when and where it occurs.

Understandings, Concepts, and Skills

Understandings

Unopened cartons of merchandise sitting on a receiving dock benefit neither merchant nor consumer. A delay on the dock actually adds to the final price of the goods. This price increase will be borne by both merchant and consumer.

Concepts

Accuracy in the receiving area cannot be emphasized too much. If claims against the shipper are not reported at this time, they may be impossible to recover later.

Incoming goods must be carefully recorded on the receiving record since this will be a reference point when attempting to ascertain whether particular items arrived and where they were sent after receipt.

The receiving area must keep in touch with the accounting department to determine whether incoming goods were actually ordered.

With increased labor costs it has become necessary to utilize mechanical devices so as to increase the productivity of the laborer.

Outline of Content

I. Receiving of merchandise

- **A. Count of cartons**
- **B. Inspection of damages**
- **C. Report of damages to shipper**
- **D. Check of transportation charges**
- **E. Record of shipment in the receiving record**
    - **Number of pieces**
    - **Shipper**
    - **Weight**
    - **Vendor**
- **F. Verification of shipment with accounting department**
- **G. Kinds of equipment used**

LEARNING EXPERIENCE

I. Receiving of merchandise

Explain the functions of receiving and distributing merchandise to the proper selling departments.

Define procedures for reporting incomplete shipments and back orders.

* Make a flow chart of the merchandise in your training station, starting at the "dock" and continuing on through to the customer's purchase.

List reasons why it is important to know how to handle stock properly.

Invite the store manager or local merchant to speak to the class about stock control and the necessity of a stock control system.

* Discuss in a written report who assumes the liability for merchandise damaged in transit.

Discuss in class the variations in receiving procedures between training stations.

* For the gifted student

Understandings, Concepts, and Skills	Outline of Content
It is necessary to place a great emphasis on safety in the receiving area because of the use of machinery, the continual activity, and the great bulk of many of the crates.	Freight elevator Fork lift truck Hand truck Pallets Gravity feed roller conveyors Continuous belt conveyor Scales
Understandings	II. Checking of merchandise
Because the margin of profit to the retailer is small, it is imperative that mistakes and errors be reduced to an absolute minimum.	A. Comparison of purchase order with invoice B. Opening of containers C. Sorting of merchandise
Concepts	D. Check of quantity
The initial step in checking is to compare the purchase order with the invoice to see if the vendor has sent the merchandise requested.	Direct check Blind check
Much of the merchandise received will be of a delicate nature. It is important to use great care in opening cartons so that these goods will not be damaged.	E. Check of quality F. Kinds of equipment used
When checking for proper quantities, employees tend to become mentally lazy. The tendency here is that if part of the invoice agrees in number with what is counted the employee assumes, without counting, that all the rest is also correct. One method of combating this is to use the	Tables: Portable Stationary Tote boxes Mechanical conveyors Carton openers

LEARNING EXPERIENCES

Bring in a list of specialized equipment used in the receiving area and give a short description of how it is used.

* Make out a detailed report of safety regulations, safety devices, and safety hazards in the training station receiving area.

II. Checking of merchandise

A committee of two or three may present a demonstration of how to conduct a direct check and a blind check.

Explain what a checker would look for when conducting a quality check of various kinds of merchandise, i.e., dresses, shoes, rainwear, furniture.

Understandings, Concepts, and Skills

blind check method, which does not inform the checker of how many pieces were billed.

The check for quality is particularly important at this point because it will prevent a dissatisfied customer as well as simplifying the return to the vendor.

Understandings

One of the factors that contributed to the realization of mass marketing was the one-price policy. The buying public has accepted the idea to the point that when goods are not plainly marked as to price there is a tendency not to buy. Thus, the accuracy and visibility of the price becomes especially important to the distribution of goods.

Concepts

Because of the continuing trend towards self-service establishments, the price ticket with its auxiliary information may be the only source of information available to the consumer.

It should be understood that the person affixing the price does not determine what it will be. The determining of price is a complicated process involving a knowledge of costs, expenses, and profit margins.

Outline of Content

III. Marking of items

A. Advantages of marking

Silent salesman

Elimination of misquotes

Customer assurance of one-price policy

B. Providing of unit price by buyer

C. Pricing of individual items

Group marking for small inexpensive items

Tags for apparel items

Gummed labels for hard surface items

Pin tickets for loosely woven items

Coding of supplementary information:

Cost
Vendor
Date bought

LEARNING EXPERIENCES

III. Marking of items

Discuss the topic "Customers Prefer to Haggle over Prices."

Visit the Maxwell Street area and observe the methods of presenting the price to prospective buyers.

Invite a speaker from one of the data processing firms to speak about new methods of coding information on price tickets and ways in which these facilitate inventory control.

* Prepare a report on how some firms attempt to use erroneously marked tickets or counter signs as gimmicks to bring about sales.

* Obtain a variety of price tags and prepare an oral report interpreting this information for the class.

Make up your own code for the various items found at your training station.

Prepare a manual on your company and your specific department, making certain to include all forms, pricing and marking tags, and any other material relevant to your job and department.

Understandings, Concepts, and Skills	Outline of Content
The price ticket may be developed to supply information to the merchant as well as to the customer. Confidential information such as cost and date of receipt may be printed on the ticket in a code. This allows the merchant to have a finger tip control over his goods.	D. Comparison of manual and machine marking Machine advantages: Neatness Accuracy
Hand marking merchandise, except where one-of-a-kind distinctiveness is to be stressed, has given way to various sorts of machine printing techniques.	Manual advantages: Distinctiveness Elimination of expensive equipment
Since a great deal of merchandise is not sold at the original price, it becomes necessary to re-mark. Since many stores keep their inventory records in dollar amounts, it is vitally important to have an organized procedure for reporting these changes.	E. Re-marking of merchandise Soiled goods Sale goods Discontinued goods Returned goods Mistakes
Understandings If consumer demand could be determined with precision as to what, where, and when, the need for maintaining a stock of goods could be eliminated. But since this is impossible, it is necessary to have a large array of goods from which the ever-changing American consumer may choose.	IV. Storage of stock A. Reserve stock Location in nonselling area: Back room Basement Upper floors
Concepts The reserve stock area is losing favor. In today's highly competitive market the trend is to utilize every possible square foot of space for selling. To accomplish this, much or all the stock is kept in the selling area.	Proper arrangement of merchandise: Similarity to that of selling floor Provision for easy access Special features: Communications link with selling floor System of transport to selling floor

LEARNING EXPERIENCES

A committee may develop a report on various equipment used in producing price tickets. Dramatize the presentation by bringing in a small unit and demonstrating its operation.

Report on the procedure used in your training station when an item is reduced in price. Emphasize particularly how the inventory records are adjusted to indicate the price adjustment.

Visit one of the large department store's merchandise returns department to observe the extent of the remarking operation.

Report on merchandise return procedures in your store, including forms and necessary signatures.

IV. Storage of stock

Prepare a floor plan of your training station, indicating the location of the stock areas and the merchandise arrangement within these areas.

Discuss whether particular training stations utilize an arrangement of reserve stock corresponding to that of merchandise on the selling floor.

Fill in a unit control form.

Discuss proper handling of merchandise.

Visit a large discount store and observe and report on the differences in stockkeeping methods as compared with those in a regular store.

Discuss in class how goods are requisitioned from reserve stock and transported to the selling area in the individual training stations.

Understandings, Concepts, and Skills	Outline of Content
The reserve area should serve as an adjunct to the sales staff. When floor stock is depleted, there should be a direct link of communication and a rapid means of transporting goods between the stock area and the selling floor.	Disadvantages: Reduction of selling area Slowing of stock movement Increase in expenses
The trend to using forward stock not only has the advantage of eliminating nonselling space but also conveys to the consumer the psychological idea of abundance which has a salutary effect on his buying habits.	B. Forward stock Location in selling area: Open shelves Counter drawers
One of the sure ways to reduce profit margins is to allow old merchandise to rest at the bottom of the pile, a practice which ultimately results in markdowns. This is why much attention is given to stock rotation.	Capacity: Two or three days' supply Replenishment from reserve Rotation of merchandise: Elimination of spoilage Elimination of shopworn goods
Understandings	V. Arrangement of goods
Through experimentation and observation it has been found that particular arrangements or groupings of merchandise tend to stimulate buying and thus result in greater returns to the firm. The conclusions of these experiments should be brought to the attention of all employees so that stock arrangement plans do not appear as whims or as an arbitrary decision.	A. Plan of arrangement Related items together Impulse goods along main aisles Profitable lines in conspicuous locations B. Advantages of proper arrangement Sales aid Time saver Facilitation of merchandise control

LEARNING EXPERIENCES

Prepare a classroom display of business forms used by stores in ordering merchandise from reserve stock and in returning merchandise to stock.

* Write a report on the importance of self-service as it would effect your job regarding merchandise, policies, and operation. Mention the importance of open displays and prepackaged merchandise.

Visit three or four local stores and prepare a brief written report on how the forward stock is maintained.

* Make a pictorial presentation to the class depicting the changes that have occurred in the physical makeup of counters and display units.

Report on the differing storage and stockkeeping problems associated with perishable stock such as meats, fruits, and vegetables.

Prepare a short talk on the particular problems involved in keeping stock "fresh" in your own training station.

V. Arrangement of goods

Draw a floor plan of the selling area of the training station indicating the placing of impulse goods, shopping goods, staples and related items.

Visit a large shopping area with the purpose of observing methods and techniques of stock arrangement. Prepare a critique based on your observations.

Understandings, Concepts, and Skills | **Outline of Content**

Concepts

New goods should be placed beneath or behind old goods to facilitate the selling of fresh goods at all times.

The arrangement of stock should be logical and simple so that a new salesperson may learn it easily.

It should also be arranged in order to facilitate replenishment and counting.

Skills

To develop a logical systematization and arrangement of goods so as to aid in the selling function.

Understandings

The function of distribution is to move goods into the hands of the consumer as efficiently as possible. Because each task in this process is equally as important as the other tasks, it is not realistic to view the stock handling phase with derision.

Concepts

There are various kinds of job opportunities that fall within this category. Positions in this area can be found for persons at all intelligence levels.

Monetary compensation will vary depending upon experience and skill requirements.

Various character traits provide the basis for advancement and the knowledge of merchandising that prepare the student for a

VI. Stock handling as a career

A. Job opportunities

- Store manager
- Supply manager
- Department managers
- Assistant department managers
- Receiving clerk
- Head of stock
- Ticket makers
- Merchandise checkers
- Merchandise markers
- Merchandise distributors
- Stockmen

VI. **Stock handling as a career**

Interview personnel department representative and report on job opportunities to which a stock person might be promoted.

Make a detailed organizational promotion chart for your company. List duties at the various levels and be sure to include duties of the stock boy and girl.

Collect various handbooks, pamphlets, and brochures given to you as a beginning employee.

Understandings, Concepts, and Skills	Outline of Content
career in business.	B. Personality requirements Thoroughness Accuracy Organizational ability

LEARNING EXPERIENCES

Secure a check list of mental and physical traits considered desirable for a stock worker. Rate yourself.

Select one of the characteristics listed in the preceding activity in which you are especially weak. Write a paper giving details of a plan for improving yourself in that characteristic.

Prepare a discussion on typical undesirable mannerisms of high school students and specific suggestions for overcoming them.

Compare working relationships of two people in your department who work together well and two people who do not seem to work well together.

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VOCABULARY

basic stock list

bill of lading

blind check

checker

consignment goods

dollar control

forward stock

head of stock

inventory control

invoice

LCL shipment

log

open check

packing slip

physical inventory

receiving apron

receiving dock

reserve stock

sales slip control

spot check

stock control

stock rotation

stock shrinkage

stock turnover

stub control

tailgate delivery

under stock

unit control

vendor

want slip

UNIT FIVE - ADVERTISING

Advertising is vital to the future of our country and our free enterprise system. As an important element in large scale distribution and mass production, its objective is to sell goods and services; this is accomplished by stimulating demand by influencing consumers in their purchase decisions.

Understandings, Concepts, and Skills	**Outline of Content**
Understandings	
Advertising is responsible for fomenting change, stimulating demand, and fostering a lively flow of new products.	**I. Advertising in our free enterprise system**
	A. Elevation and maintenance of our standard of living
Advertising performs a distinct public service. It educates and informs the people about the great variety of merchandise and services available to them.	**Rise in national per capita income** **Increase in demand for goods and services**
Concepts	
The nature of advertising changes and grows with technological development.	**B. Advantages to business** **Creation of new markets**
Population changes, new products, and new uses of products have contributed to the growth of the advertising industry.	**Reduction in manufacturing costs:** **Large volume** **Mass production**
Advertising is one of the multi-billion dollar industries in our economy.	

LEARNING EXPERIENCES

I. Advertising in our free enterprise system

Bring to class several advertisements that have been designed to serve the public's interest.

* Assuming that you are an executive of a large mercantile concern keenly interested in furthering our nation's economy and in securing your share of the customer's dollar for your company, discuss why you should have an extensive advertising program. What media would you include in your advertising budget?

Bring to school several articles from professional or trade magazines discussing the economic values brought about through advertising.

Understandings, Concepts, and Skills

Advertising is essential to the mass distribution of goods.

Advertising increases the market demand for goods and services resulting in increased production, increased employment, and a higher standard of living for all Americans.

Advertising has made possible the growth of vast industries and popularized the use of brand names (e.g., Kleenex, B.V.D.)

Advertising is a business in itself as well as an important and vital part of other businesses.

Skills

The student should become sensitive to the changes in product development and production and to the technological innovations and scientific advancements that have initiated these changes.

The student should learn how to utilize the advantages of advertising by coordinating the advertising function with product advancement as the best means of performing the mass distribution task.

Outline of Content

Reduction in distribution costs:

- Retailer's turnover larger and faster
- Buying, financing, and other business operations accomplished more economical

C. Advantages to society

Reduction in prices

Providing of product information:

- New products available
- Uses of products
- Where and when obtained

Variety and improvement of quality

Financing of mass entertainment and news:

- Radio and television
- Newspapers and magazines

Contribution to social patterns and community welfare:

- Interests stimulated (travel, music, books, and higher education)
- Religion supported (family prayer and brotherhood)

LEARNING EXPERIENCES

If American business had not used advertising extensively during the past twenty-five years, do you think that the prices of automobiles, electric light bulbs, and vacuum cleaners would be higher, lower, or about the same as they are now? How has the technical improvement of these items been influenced by extensive advertising?

Bring to school several advertisements which introduce new products.

Bring to school several advertisements which attempt to show the uses of a product.

Bring to school several advertisements designed to stimulate interest in travel, music, and books.

Bring to school several advertisements encouraging people to invest in a particular organization or enterprise.

Bring to school several advertisements designed to encourage people to support a specific program or issue.

Charities and public services aided
New industries attracted
Public shareholding of .American business encreased
Investments and new plants and enterprises increased
Construction for schools, sanitary systems, and streets financed.

D. A necessary and powerful force for the future

Creation of non-agricultural jobs:

Increase in labor force
Increase in productivity and education of labor force

Increase in total annual sales of goods and services

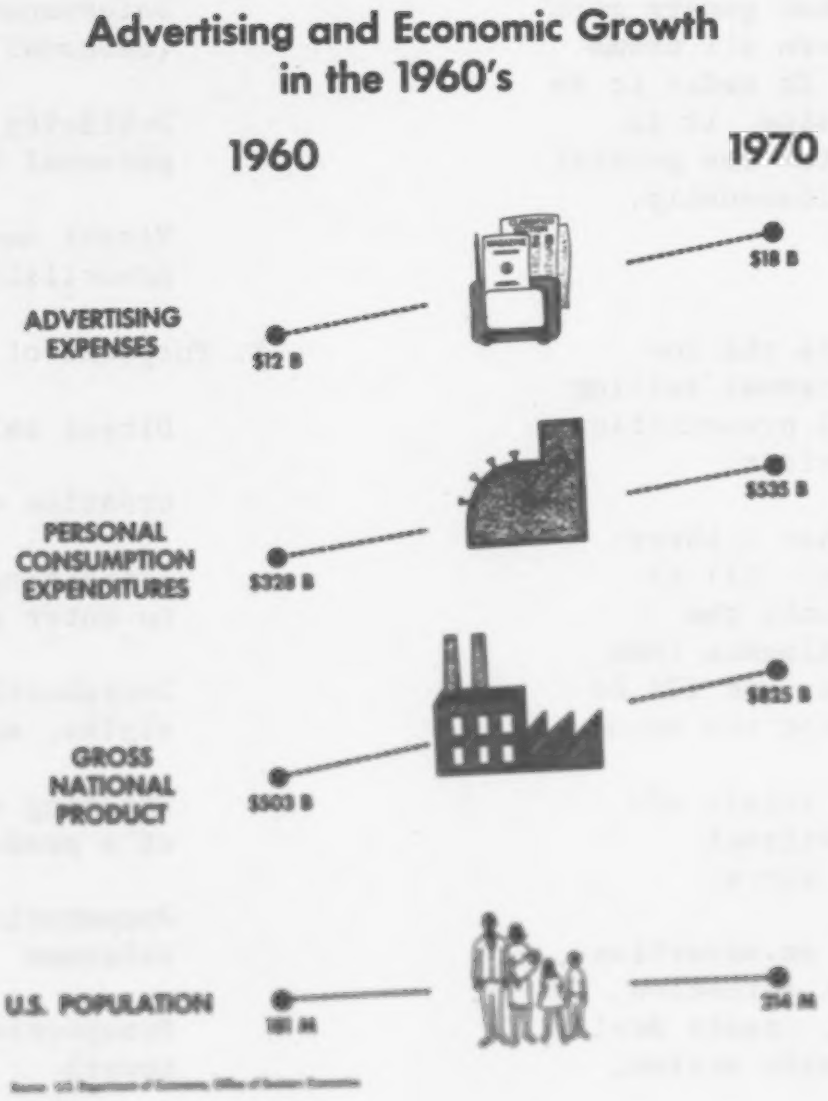
Activation and encouragement of consumption desires:

Absorption of increased "discretionary buying power"
Overcoming of "habit lag" or inherent resistance to change

Adaptation to the upgraded standard of living:

Increase in income
Increase in educational level

LEARNING EXPERIENCE



Source: Luther H. Hodges, "Advertising Is Vital to Business, Helpful in Social, Educational Advances, Says Hodges," Advertising Age, Vol. XXXIV, No. 3 (January 15, 1963), p. 3.

Understandings, Concepts, and Skills

Outline of Content

Understandings

A primary purpose of good advertising is to presell goods and services. Good advertising tends to reduce the cost of marketing goods and services.

The principles that govern good selling also govern all forms of advertising. In order to do the best advertising, it is necessary to master the general principles of salesmanship.

Concepts

Sales promotion is the coordination of personal selling with non-personal presentation of goods and services.

Sales promotion has a three-pronged objective: (1) to bring customers into the store, (2) to influence them to make purchases, and (3) to build good will for the store.

The major aim of retail advertising is to attract customers to the store.

To be effective, an advertisement must attract attention, develop interest, create desire, and induce favorable action.

II. Advertising as a selling complement

A. Place of advertising in sales promotion

Salesmanship (personal selling)

Publicity (non-personal selling):

Visual merchandising
Advertising

B. Purposes of advertising

Direct sale of goods

Creation of demand

Attracting of customers to enter a store

Introduction of goods, styles, and services

Teaching of new uses of a product

Preparation for a salesman

Prospecting for customers

Recognition of a trade name, trade mark, or a slogan

Maintenance of customer satisfaction with previous purchases

Creation of good will

LEARNING EXPERIENCES

II. Advertising as a selling complement

Bring to class three advertisements as follows:

An advertisement intended primarily to get the prospect to visit the seller's place of business, to send in an inquiry by mail or telephone, or to ask to have a salesman call.

An advertisement intended to keep a customer who has bought an article happy with his purchase and to renew his confidence in it.

An advertisement intended actually to sell an article, perhaps by mail. Be prepared to explain to the class how each advertisement does the thing it is intended to do.

Prepare a list of several products bearing product names that imply the purposes of the articles, and bring to class five ads that represent such products (Examples: Dermassage, Kool-Aid).

Bring to class advertisements illustrating each of the purposes of advertising listed. Most advertisements combine several purposes. Select only those that feature a particular purpose and exclude as much as possible other purposes.

Make a brief scrapbook consisting of at least ten advertisements, using newspapers and several kinds of magazines as your sources. Try to find:

at least two institutional advertisements
at least two ads emphasizing product differentiation
at least three ads that tempt you to buy directly
one consumer ad
one business ad.

Understandings, Concepts, and Skills

For most retailers, advertising is the second or third largest expense outlay.

Advertising is the most efficient and economical way of selling goods and services. It reaches the most people for the smallest number of dollars invested per contact.

Advertising is a valuable selling tool, but it cannot overcome poor merchandising, bad location, careless service by employees, nor will it sell goods that people do not want.

Skills

To conceive and develop an advertising program within the restrictions of a prescribed budget and a predetermined set of sales objectives.

Outline of Content

C. Classifications of advertising
   - Consumer advertising
   - Business advertising
   - Promotional advertising
   - Institutional advertising

D. Requirements for effective advertising
   - The right goods and services
   - Timing
   - The right media
   - The right technique in layout, headline, illustration, and copy

E. Cost of advertising
   - Advertising policy
   - Size of establishment
   - Competition
   - Distances from which advertisers wishes to attract customers

Collect and bring to class an example of each kind of advertising mentioned. (This project can also be used in identifying types of media. See III in outline of content.)

* You, as manager of a haberdashery store with an annual sales volume of $50,000, have just convinced the owner to advertise. He tells you to go ahead. You must select the items, the media, the layouts, and the copy for your advertising. How will you go about it?

A suburban store that has an average annual sales of approximately $100,000 spends 3 percent of its sales for advertising. Its advertising budget is divided as follows: handbills 30 percent; calendars and book matches, 7 percent; window displays, 15 percent; newspaper advertising, 15 percent; direct mail, 20 percent; and miscellaneous, 13 percent.

How much is the annual advertising budget?
What is the amount spent for each type of advertising?

* For the gifted student

Understandings, Concepts, and Skills	Outline of Content
	F. Use of advertising
	Sales goal
	Advertising necessary to meet goal:
	Money spent last month **Money spent last year** **Competition**
	Items of service to promote
	Schedule of advertising expenditures:
	Month-to-month **Day-to-day** **Special events (payroll days, and local night openings)**
	G. Goods to advertise
	Goods in demand
	New fashions
	Distinctive merchandise
	Seasonal goods
	Popular-priced goods
	Good values

LEARNING EXPERIENCES

Select five items that you would advertise for your opening. Explain why you selected these items for promotion, pointing out the human interest appeal of each item.

* Organize a sales campaign with a limited budget from rates listed in the Standard Rate and Data Service publication. (5201 Old Orchard, Skokie, Illinois. YO 6-8500. Subscription Department, $3.00 school issue of rates for various media.)

Investigate and report on who does the planning and sales promotion in the training station.

Report on types of sales promotion used in the training station.

Develop sales promotion plan for a fiscal year.

Collect advertisements announcing special sales and compare with day-to-day advertising.

Report on what a specific advertisement should do for a store.

Construct a window display (committees may be used) co-ordinating it with a published advertisement.

Understandings, Concepts, and Skills	Outline of Content
	H. Goods not to advertise
	Leftovers at regular prices
	Quantities of desirable merchandise too small to fill demand created by advertisement
	Merchandise for which prompt fill-ins from manufacturer are not possible
	Goods not in store when advertisement appears
	Goods not "advertised" to salespeople
	I. Advantages of advertising
	Gains attention
	Reaches more people at less cost per contact
	J. Disadvantages of advertising
	Impersonal nature less impelling
	Specific needs of each prospect not met
	Objections and questions not met

LEARNING EXPERIENCES

* Develop an advertising scrapbook. The table of contents should include:

I. Objectives of Advertising
II. Media of Advertising
III. Kinds of Advertising

  A. Proper
  B. Unwise
  C. Seasonal and holiday

IV. Parts of an Advertisement

  A. Heading
  B. Illustrations
  C. Copy
  D. Layout
  E. Signature plate

V. Color in Advertising

Prepare a talk on the limitations of an advertisement.

Understandings, Concepts, and Skills

Understandings

The advertiser seeks to define and locate his market and to select the most effective media of contacting potential customers in that market.

More than one kind of media may be employed either simultaneously, in sequence, or in different segments of the market.

Concepts

The choice of a medium depends upon what is to be advertised and the habits and customs of the prospects who are to be reached.

Mass advertising is that form of advertising which appeals to many individuals of a group at one and the same time.

The newspaper is the most widely used media for the retail store.

The character and circulation of a specific newspaper or magazine determine its value as a medium.

The best newspaper is the one that reaches to the largest extent the groups to whom the store caters.

Outline of Content

III. Selection of effective media

A. Types of media (mass and direct advertising)

Periodicals:

Newspapers
Area shopping news
Magazines
Trade journals
Trade newspapers

Direct advertising:

Letters
Envelope enclosures
Postcards
Self-mailing folders
Broadsides
Booklets and catalogs
Calendars and novelties
Pamphlets

Outdoor advertising:

Posters
Bulletins (painted)
Electric spectaculars

Transportation advertising:

Car cards
Station posters

Broadcasting (radio and T.V.):

Spot programing
Regular series
Co-sponsors
Give-away programs

LEARNING EXPERIENCES

III. Selection of effective media

List magazines used for special interest products, i.e., hobbies, stamps, and automotive products.

Bring in samples of trade publications from your training stations and report on one article found in them.

Submit examples of direct mail advertising illustrating:

Individually typed letter
Form letter with individually typed inside address
Form letter
Business reply card or envelope enclosure
Different kinds of postage: permit, bulk rate, meter and different postal rates paid by advertiser
An envelope used to convey a promotional message.

Plan an advertising campaign involving at least three media.

Visit a local newspaper office, photo-engraving company, or advertising agency.

Submit examples of the use of advertising premiums or free offers.

Submit examples of the use of advertising on mailing envelope.

Report on a selection of duplicating techniques including personalizing form letters, using illustrative examples.

Report on mailing techniques in direct mail advertising.

Submit examples of advertising inserts in business correspondence including business reply envelope or card, questionnaire form, and fabric sample.

Write a television commercial.

Illustrate (draw) an advertisement to be flashed on television as part of a commercial, and write copy for the commercial for ___ seconds.

Give an example of a business or product which would most benefit from an advertisement in each of the media listed.

Write up a report on the effectiveness of an advertisement in your own training station as indicated by customer response.

Understandings, Concepts, and Skills

Advertising must be undertaken regularly and consistently in order to be effective.

It is generally desirable to use more than one kind of medium.

The purpose of direct advertising is to reach prospective buyers on an individual basis.

A layout is a general appearance and makeup for an advertisement. It indicates the exact position of each element of an advertisement.

Skills

To evaluate the types of media available in relation to the products and services to be advertised and the customers to be reached.

To become acquainted with the different kinds of advertising and the time and way in which they can be used most effectively.

Outline of Content

Visual merchandising:

- Window and interior displays
- Special features (fashion shows, exhibitions, and demonstrations)

Occasional publications:

- Programs of theater and athletic events
- Books and booklets devoted to products or industry

Miscellaneous advertising:

- Tags
- Labels
- Booklets
- Wrappers
- Containers
- Handouts or leaflets from the store

B. Approaches to selection

- Institutional versus promotional
- Psychological appeals

C. Criteria in media selection

- Cost
- Audience (market) size and character
- Durability

3

LEARNING EXPERIENCES

Bring in samples of advertisements in various media and compare them as to appeals and classification of buyer.

Bring in various examples of industrial advertising and discuss them in class.

Report on the distinction between local newspaper advertising and national magazine advertising with examples of each.

Bring in samples of newspaper advertising to illustrate the selection of a newspaper to meet market needs, market areas served, income class of readers, cultural class of readers, predominance of a single sex in reading population, and predominance of a single age group.

Determine the cost of a given amount of space and compare prices in local newspaper, neighborhood section of metropolitan newspaper, and metropolitan paper for Sunday and daily editions, and color.

Bring in samples of newspaper advertisements to illustrate methods of attracting the attention of readers to the advertisement, indicating:

- importance of the position of the ad in the paper
- use of headlines
- use of illustrations
- use of color
- amount of white space
- importance of the size of the advertisement
- use of testimonials
- use of coupon mail-in
- use of comparative pricing
- tie-in of product
- appeal to emotion
- use of institutional promotion

Understandings, Concepts, and Skills

Understandings

In the preparation of an advertisement the advertiser must have clearly defined objectives in mind.

The advertisement in order to be effective must proceed through the psychological steps of attracting attention, arousing interest, creating desire, and producing action.

Concepts

The small advertiser who desires to create his own advertisements can obtain professional advice. Assistance in layout, copy writing, illustrating, and other ad preparations is made available by the newspapers, radio and television stations, and advertising agencies.

The headline must attract attention and cause the prospect to read the copy.

The illustration should include a picture of the product and an appeal to human interest. It connects the reader's experience to the product advertised.

Outline of Content

IV. Preparation of the advertisement

A. Services of professional advertising

- Newspapers
- Radio and television
- Advertising agencies
- "Mat" services

B. Steps in preparing advertisement

- Information about product or service
- Selling points
- Other information:
  - Credit, quantity, or guarantee
  - Price, color, sizes, models, or styles

C. Elements of advertisement

- Headline:
  - Attention attracted
  - Interest aroused
  - Observer led into reading rest of copy

LEARNING EXPERIENCES

IV. Preparation of the advertisement

Contact a newspaper or an advertising agency and compile a list of the services that these organizations make available to a small retailer.

Visit a newspaper and ask to be shown around the advertising composing room.

Visit a large department store and interview the advertising manager.

Find out how the people in a store who prepare the advertisements get information about the merchandise advertised.

Construct an advertising layout for specific media.

Construct a simple advertisement illustrating a special problem such as a sale of suits with attention given to both copy and illustration. (Use blackboard or similar device.)

Produce an advertisement for a training station. (Where student does not have a single product or line, let him make a selection.)

Make a list of action words, introductory sentences, and descriptive phrases suitable for advertising copy in direct mail pieces.

Prepare a "rough" of an advertisement (newspaper or magazine) for one item or a related group of items you select.

Select three newspapers advertisements. On each, with a crayon, draw a line representing the eye movement of the reader. Typically, the eye moves from the headline or illustration toward the bottom of the page, sweeping through the copy to the logotype. Poor designs cause the eye to move off the page without taking in the entire copy.

Understandings, Concepts, and Skills	Outline of Content
The copy must create desire and arouse the prospect to action. The copy should be written from the customer's point of view. The signature plate should immediately identify the store to the prospect.	Illustration: Picture related to product advertised Picture tied in with copy Picture appeals to human interest Selling points shown
Skills	Copy:
To construct an actual advertisement by co-ordinating the mechanical function of constructing a layout with the mental application of positioning the elements of the advertisement in the most effective manner.	Item expressed in headline and illustration followed up Facts about merchandise included
To learn and utilize the psychological appeals in advertising construction.	Language simple Customer point of view
	Signature plate (Logotypes): Distinctive type face, trademark, emblem, or symbol identifying store Facts about the store (hours and days of week)
	Layout: Eye movement Dominant element Price figure Standard format White space Border

LEARNING EXPERIENCES

Choose a product in which you are interested. For this product, write three headlines that meet the purpose of a good headline.

Select an advertisement and mark clearly each of its parts.

Write two examples of headlines and body copy that would be effective in an advertisement introducing a new item of merchandise in your store.

Understandings, Concepts, and Skills	Outline of Content
	D. Processes of printing and engraving
	Letter press
	Offset
	Rotogravure
	Line engraving (Ben Day process)
	Half-tone plates
Understandings	V. Standards, ethics, and controls in advertising
Advertisers have a moral obligation towards the users of products and services advertised.	A. Nature of ethics
	B. Ways of maintaining ethical practice
The public interest is greatly involved in advertising.	Avoidance of false comparatives
Policing of business activity may be either public or private.	Avoidance of deceptive packaging
Ethics is a question of practice.	Avoidance of misleading copy
Concepts	
Self-policing is an indication of ethical practices by businesses and industries.	Avoidance of debasing of public taste

LEARNING EXPERIENCES

V. Standards, ethics, and controls in advertising

Bring in examples of advertising which you think is lacking in ethical practice such as the use of apparently false comparatives.

Submit examples of: false comparatives, deceptive labeling, deceptive packaging.

Submit examples of: ethical labeling, seals of approval, laboratory reports.

Understandings, Concepts, and Skills

The public interest is served through the services of private agencies and state, and Federal regulating bodies.

Consumers are educated and benefit by services of regulatory agencies.

Skills

To recognize and interpret the psychological composition of society, so that the standards and ethics of advertising will be consistent with the values coveted by the society.

To learn to discern a factual statement as contrasted with an exaggerated or deceptive statement in order to remain in keeping with the practice of good standards and ethics.

To become familiar with the various regulatory entities and their requirements, or restrictions, so that sound advertising practices will be maintained within the legal standards.

To develop a persuasive statement, being careful to avoid deception and exaggerated interpretation.

Outline of Content

C. Controls of advertising

Public:

Federal Trade Commission
Federal Communications Commission
Interstate Commerce Commission
Pure Food and Drug Administration
Anti-trust legislation
Price Control Acts
Wool Labeling Acts
National Bureau of Standards
Public Health Administration
American Medical Association
U. S. Post Office regulations
Proposed anti-deceptive packaging legislation

Other controls:

Better Business Bureaus
Industrial self-regulating
Consumer Groups
Seals of approval (Underwriters Laboratory and Good Housekeeping magazine

D. Testing by individual laboratories

For own use

For general hire

LEARNING EXPERIENCES

Read and report on Better Business Bureau of Chicago publications regarding poor advertising.

Report on the law of fraud and its application to advertising.

Investigate and report on the work of the Federal Trade Commission and its policing action.

Investigate and report on the work of the Federal Communications Commission as it relates to advertising.

Investigate and report on the work of the Pure Food and Drug Administration.

Investigate and report on the work of Anti-Trust Legislation as it relates to advertising.

Report on Price Control Acts in advertising.

Report on the Wool Labeling Act.

Report on the National Bureau of Standards as it relates to advertising.

Report on the Public Health Administration, the American Dental Association, and the American Medical Association regarding advertising.

Report on U. S. Post Office regulations regarding advertising materials.

Write to a legislator and report on the status of proposed anti-deceptive packaging legislation.

Contact the Better Business Bureau of Chicago and report on their work.

Understandings, Concepts, and Skills

Understandings

The advertising industry is a multi-billion dollar business representing a unique combination of art and science in an operational function.

The nature of the present day advertising agency is largely determined by modern business, which it serves, and the public. which it addresses.

The advertising agency has become a bridge between business and the buying public.

Concepts

Our economy has changed from one of scarcity to one of abundance, altering the function of advertising from its original objective of pure announcement to one of persuasion.

The large expenditures of business have initiated a demand for trained men who are qualified to spend large sums intelligently and profitably in advertising.

The advertising agency evolved from an organization that formerly sought merchants and manufacturers who would advertise to an organization that has taken over the functions of artist and copywriter and also determines the medium to be employed.

Outline of Content

VI. Advertising as an industry

- A. Nature of the advertising agency
  - Independent organization servicing others
  - Concentrated in metropolitan areas
  - Size measured in dollar volume of sales
  - Emphasis placed on psychological methods and principles
  - Uses creativity, imagination, and artistic skills
  - Agency interpreted literally as a go-between connecting the advertiser and the media
- B. Variety of services
  - Media contact and selection
  - Research:
    - Motivational
    - Market
  - Part work and layout
  - Copywriting
  - Public relations
  - Television and radio production
  - Campaign design

LEARNING EXPERIENCES

VI. Advertising as an industry

Write a paper on the early history of the advertising industry.

* Investigate and report on media circulation auditing services.

Visit and report on the equipment and activities found in a commercial photography studio.

Visit and report on the activities and variety of work in a Commercial art studio.

Read and report on Hidden Persuaders, Status Seekers, or Waste Makers by Vance Packard.

Present and analyze eight or more magazine advertisements in terms of the use of motivational research methods.

Conduct a traffic count for the location of a billboard to advertise a given product.

* Visit The Reuben H. Donnelly Corporacion and report on contest-conducting procedures.

Hear a talk by a representative of an advertising agency.

Hear a talk by a representative of a company advertising department.

Understandings, Concepts, and Skills	Outline of Content
	Verification (auditing)
	Department of a business
	Promotions and campaigns
	C. Department of a business
	Co-ordinating of display and advertising
	Budgeting the advertising dollar
	Co-ordinating media and other services as outlined above
	Dealer's help in providing materials and co-operative advertising
Understandings	VII. Advertising as a career
Advertising offers a wide variety of career opportunities employing many different skills and abilities.	A. Kinds of work
	Advertising agencies:
Advertising offers good pay within a fairly short time for those who have the needed skills and the will to apply them.	Research Media selection Copywriting Art and layout T.V. and radio production Mechanical production
Concepts	Account management
Advertising calls for a combination of creative, selling, analytical, and executive talents.	Merchandising Public relations Publicity writing Content planning Package designing Home economics
Experience in selling is considered a must for anyone going into advertising.	Others not peculiar to advertising (General Office, Accountants and Secretaries)
Experience in writing or editing is valuable to anyone going into advertising.	

LEARNING EXPERIENCES

VII. Advertising as a career

Speak on a given occupation including: job title, special skills or educational requirements, duties, promotional opportunities, pay, and special features such as free-lancing and geographical concentration.

Prepare a study of prevailing pay in different advertising industry jobs and typical promotional steps associated with the jobs.

Understandings, Concepts, and Skills	Outline of Content
	Opportunities in other kinds of companies: Advertising departments of advertisers Advertising media Advertising suppliers (photoengravers and printers.) B. Requirements of personality and experiences Character traits: Enjoyment of solving problems Interest in selling Interest in people and things Creativity (writers and artists) Experiences: Selling Writing and editing Education (liberal arts and business)

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VOCABULARY

advertising agencies

advertising media

advertising plan

Ben Day process

bleed page

blind headline

border

broadside

car cards

circulars

classified advertising

class magazines

copy

direct advertising

Fair Trade Code

Fair Trade Commission

Federal Trade Commission

Food, Drug, and Cosmetic Act

halftones

headline

house organ

illustration

institutional advertising

layout

loss leader

letterpress

line engraving

mail order

market research

mass advertising

mass distribution

mass production

mats

novelty advertising

offset printing

outdoor advertising

package inserts

per capita income

point-of-purchase

preferred position

premiums

promotional advertising

psychological appeals

R.O.P. (run-of-paper)

rotogravure

signature plate (logotype)

trade journals

trade marks

typography

white space

UNIT SIX - VISUAL MERCHANDISING

Seeing merchandise properly displayed is as important to increasing sales as is hearing or reading about it. By taking advantage of the fact that sight influences action more than any of the other physical senses, a well balanced and colorful display can prove to be an even more effective selling tool in its power to attract attention, gain interest, and induce action than many of the other types of advertising.

Understandings, Concepts, and Skills | **Outline of Content**

Understandings

Visual merchandising has become an important new industry in recent years. Its significance as a sales promotion media is made apparent by observing the many kinds of retail establishments that utilize its selling power, such as: grocery stores, drugstores, service stations, department stores, and variety stores. Also significant are the many businesses and creative people who earn their way in this field, such as manufacturers who deal exclusively in display equipment and supplies, display consulting firms, publishers of display magazines, professional display schools, and free-lance display artists and designers, all of which are indicative of its growth and importance.

A merchandise display cannot be overemphasized. For many a small neighborhood retailer it is his only means of advertising. For all retailers it must convey a favorable impression to the consumer.

I. Selling through display

- **A. Psychological principles of display**
    - **Human instincts**
    - **Sense of sight**
- **B. Trends in display**
    - **Ancient times**
    - **Twenty-five years ago**
    - **Recent interests**
- **C. Objectives**
    - **Selling of goods**
    - **Immediate sale of specific goods**
    - **Benefits from merchandise**
    - **Creation of prestige**

LEARNING EXPERIENCES

I. Selling through display

Describe a recent experience in which visual merchandising influenced you.

Make an oral or written report describing the recent development of visual merchandising and predicting its future. Procure your information from personal observations, interviews, and magazine articles.

Compare display with advertising and personal selling.

Understandings, Concepts, and Skills

Concepts

Display creates favorable surroundings and correspondingly affects customer reaction and employee morale.

It shows the product effectively and prepares the customer for the personal attention of the salesman.

The function of any display is to sell merchandise as soon as possible, to create good will between the customer and the store, and to present a favorable image to the community.

Understandings

A window display is a powerful selling implement and can be used to advantage in creating interest and attracting people into the store.

The customers' first impressions of the character of a store and the kinds of goods it carries are obtained through the windows.

An interior display includes the whole interior and not just an individual display. Store decoration, layout of equipment, and the actual display of the merchandise are all part of the interior display.

Concepts

Window display is the retail merchant's chief method of contacting customers.

Outline of Content

Introduction of new styles

Introduction of new uses

Building of good will

D. Advantages

Emphasis on psychological factors of selling

Use of merchandise itself

Use of props, backgrounds, and lights

Capitalization on other advertising

II. Types of displays

A. Window displays

Promotional and institutional

Classifications:

Closed backgrounds
Open backgrounds
Partial backgrounds

Idea sources:

Trade journals, magazines, and literature from manufacturers
Community events and seasons

Importance:

Small neighborhood stores

LEARNING EXPERIENCES

II. Types of displays

Make or secure photographs of professional window displays from centrally located or downtown shops and use photos and slides for class discussion and criticism.

* Make a tour of shopping centers and observe window and store displays. Evaluate and judge the effectiveness of displays as they relate to age groups, sex, occupations, and standards of living.

Illustrate the principles of an effective display by making a sketch of a window.

Survey the effectiveness of window displays. Check how many people stop to watch a display. Make a comparison of sales with a display and those without a display.

Set up a window display area in the classroom or in the corridor. Keep a fresh display on exhibit periodically in the display area and indicate the proper credit to the designers and the class.

* For the gifted student

Understandings, Concepts, and Skills

Large plate glass windows with unobstructed views of the interior (open backgrounds) are the prevailing trend now.

Since it costs the merchant money to attract people into the store, an interior display must create a desire for merchandise.

Interior displays are built so that they tell important facts about the merchandise: its materials, its uses, and its price.

Skills

To learn the rules for constructing an effective window display.

Learn to judge and classify the displays used in the store where the student works.

Outline of Content

Large department stores

Principles:

Customer's point of view
Timely - seasonal
Central theme or idea
Clean
Sufficient background and lighting
Color and harmony
Frequent change
Realistic display
Character of store reflected

B. Interior displays

Whole interior:

Decoration (lights, fixtures, walls, ceiling, and floors)
Layout (table placement, racks, and showcases)
Merchandise display (placing of merchandise)

Classifications:

Closed displays
Open displays
Architectural (model) displays
Platform displays
Ledge and wall displays
Shadow box displays

Principles:

Harmony with window displays

LEARNING EXPERIENCES

Make a tour of department stores and observe interior displays. Observe arrangements, themes, store personality, and the specific uses of displays. Visit the display departments.

* Diagram floor layouts for a department store and a supermarket. Set up interior displays--mock grocery and merchandise arrangements. Assemble point-of-sale display set-ups.

Understandings, Concepts, and Skills

Understandings

The displayman must know the advantages and limitations of the space with which he is to work. He must determine the best sales features of the goods to be displayed and then by proper selection of props, decorative materials, and show cards create an attractive and effective display.

Concepts

Careful planning is of utmost importance.

The principles of design must be followed as to emphasis, direction of attention, and balance.

Skills

Recognition of the elements of a good display.

Ability to use the principles of design to achieve an attractive display.

Outline of Content

Neatness and cleanliness
Putting related ideas together

Distinction between window and interior displays disappearing

III. Design in display

A. Dominance

B. Balance

Formal balance

Informal balance

C. Proportion

Relationship between two or more elements

Golden mean ratio

D. Other factors

Repetition and rhythm

Harmony

Contrast

Graduation (progression)

Interference

E. Arrangement

Radiation

Stair-step

Pyramid and zig-zag

Repetition (continental pattern)

LEARNING EXPERIENCES

III. Design in display

Visit the art museum and study appropriate art and models. Build a display file of library and reference material.

Study paintings by artists to see the moods created by lines.

Illustrate how proportions may be changed by changing lines. Make the application to interior decoration, or a window, or a costume of the human figure.

Show the achievement of balance in the distribution of line, color, and mass from a horizontal line.

Using the principles of design, show how the interior of a store may be redesigned. Notice the effects of color (light and dark).

Understandings, Concepts, and Skills	Outline of Content
Understandings Color is recognized as one of the major factors in consumer choice and in attracting the attention of a passer-by to a display. Proper lighting is necessary to allow the merchandise on display to be seen readily and easily. **Concepts** Colors are used because of their tendency of developing moods and illusions that help sell the display to the customer. Besides illuminating the merchandise on display, lighting, like color, can develop moods and create illusions. **Skills** To develop a sense of color and an understanding of tints, shades, intensity, and proportion as applied to display. To develop an understanding of lighting and its uses in display.	IV. Color and lighting in display A. Color psychology Illusion of smallness or distance (receding) Illusion of largeness or nearness (advancing) B. Fundamental principles Chromatic: Primary Secondary Tertiary Achromatic: Black and white Series of gray Tones: Shade Tint Complementary colors C. Lighting Concealed lights (indirect) Spot lights or flood lights (direct) Colored lighting Lighted signs Fluorescent lighting
Understandings Construction of a display does not require a person to be especially	V. Mechanics of an effective display A. Steps in creating a display

LEARNING EXPERIENCES

IV. Color and lighting in display

Make an analysis of colors. Make a color circle or color chart. Arrange bits of colored paper on cardboard to find pleasing color combinations. Discuss the impact of different colors.

Bring a prism to the classroom to demonstrate the colors of a spectrum.

Use the color wheel to show relationships of hues to each other.

* Bring to school pictures from posters, catalogs, pamphlets, folders, newspapers and magazine advertisements, package inserts, and booklets to illustrate the properties of color and to analyze how color is used.

V. Mechanics of an effective display

Plan the construction of props, sprays, mobiles, bows, and holiday decorations. Assemble mannequins, props, stands, and fixtures for use in interior displays.

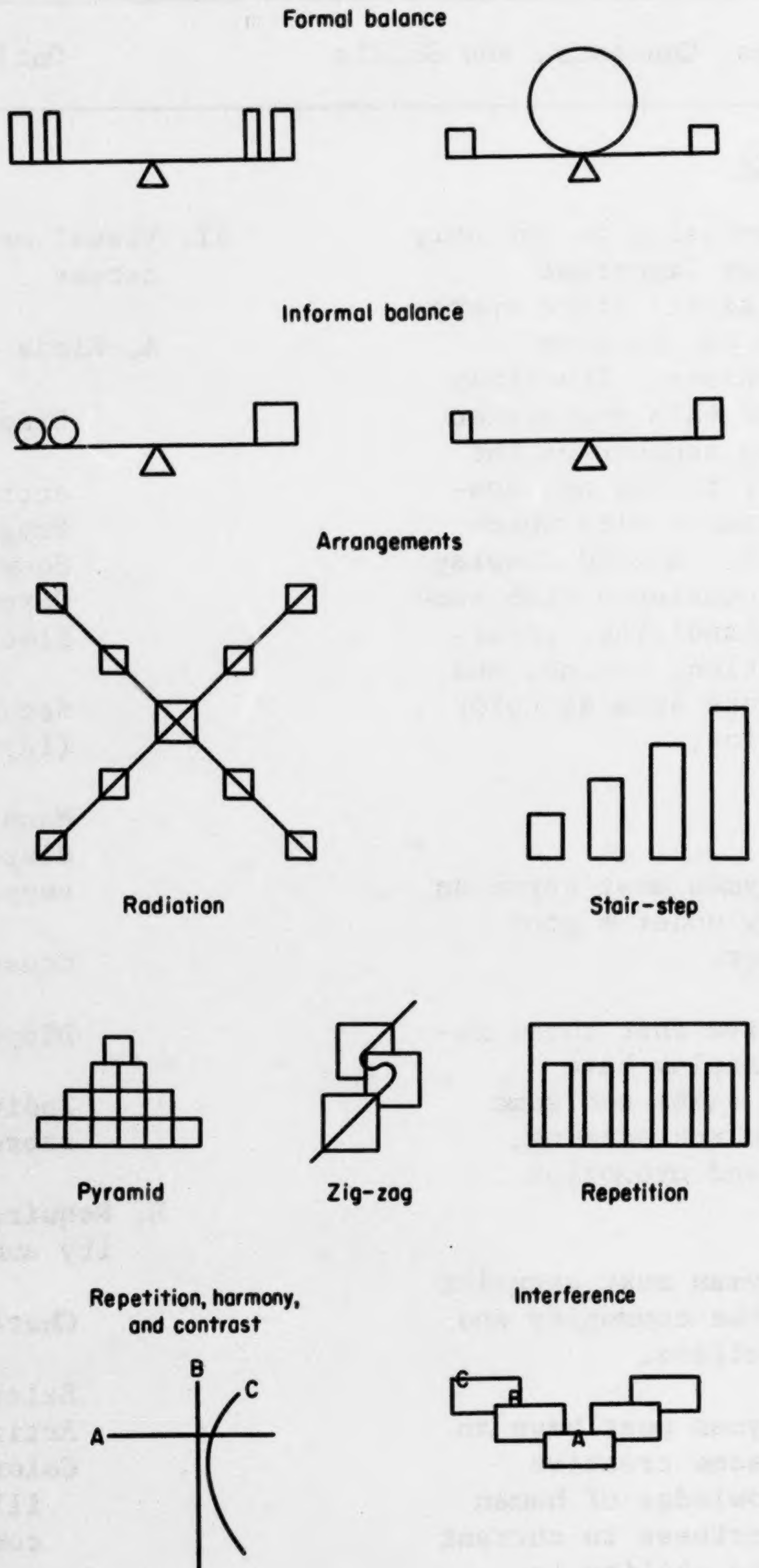
Understandings, Concepts, and Skills	Outline of Content
gifted or have any special artistic talents. It is essential however, that before actual construction is begun, a plan for preparing and presenting the merchandise for sale be made and all materials used in the construction be assembled.	Plan for display: Kind of merchandise Size and nature of space Sketch of proposed display
Concepts	Selection of merchandise:
Before building a display it is necessary to determine a theme for the display, the merchandise to be displayed, the size and nature of the space to be used, and the display materials available.	Representative of stock Sufficient stock Correlation of items with theme Harmony of related items Preparation of display space and materials:
Both featured and accessory items must be representative of the entire stock in the selling department.	Dismantling of previous display Returning of merchandise and props to proper place
All display props should be arranged in units, giving attention to eye level, neatness, and selling features of the items.	Washing and cleaning of floor Checking of lighting equipment Assembling and preparing of new props and necessary tools
It is necessary at times to deviate from the original general layout in order to improve the final display.	Assembling of merchandise to be displayed Construction of display in units:
Good color combinations and lighting must be utilized if the display is to be effective.	Structural props Functional props Decorative props
All merchandise and equipment used should be thoroughly cleaned before it is placed into position.	Adjustments of display
Show cards must be used to supply information regarding hidden features and price.	Utilization of color Cleanliness of display

LEARNING EXPERIENCES

Set up classroom displays arranged in cardboard shadow boxes. Build a miniature shopping center.

Construct or secure a display peg board (4' x 6') to make a periodic display of merchandise. Use display cases and show cases to display merchandise.

Understandings, Concepts, and Skills	Outline of Content
Skills	Utilization of show cards
To develop the ability to evaluate available space and utilize it to achieve the best results.	B. Elements of good display Suitability:
To recognize the elements of good display.	Reflection of store image and merchandise policy
To develop the ability to plan and construct a simple display.	Featuring of fast-selling merchandise Examples of merchandise and seasons
	Use of theme consistent with current sales promotions Display in harmony with other displays Maintenance of fashion policy
	Power to attract attention
	Power to sell
	Cleanliness
	Good lighting
	Finished and professional look:
	Skillful use of color Uniqueness of theme Use of unusual props Unusual use of props Care in folding, draping, and concealing pins and tags



Source: G. Henry Richert, Warren G. Meyer, and Peter G. Haines, Retailing Principles and Practices (4th ed.; New York: McGraw-Hill Book Co., Inc., Gregg Publishing Division, 1962), pp. 254 and 256.

Understandings, Concepts, and Skills

Understandings

Visual merchandising is not only one of the most important aspects of a retail store operation, but one of the more interesting phases. The study and pursuit of this profession is stimulating because of the many different fields of knowledge and research with which one in contact. A good displayman must be acquainted with such areas as merchandising, advertising, promotion, buying, and related subjects such as color and illumination.

Concepts

A good displayman must serve an apprenticeship under a good display manager.

It is imperative that those interested in display have experience in sales and some knowledge of merchandising, advertising, and promotion techniques.

A good displayman must acquaint himself with the community and seasonal activities.

A good displayman must have an imagination, some creative ability, a knowledge of human nature, an alertness to current trends, and the ability to interpret the constantly changing desires and demands of the buying public.

Outline of Content

VI. Visual merchandising as a career

A. Kinds of work

Display specialists:

Artists
Prop men
Show card writers
Carpenters
Electricians

Architectural firms (layout and fixtures)

Manufacturers of display equipment and supplies

Consulting firms

Display magazines

Individual and chain stores

B. Requirements of personality and experience

Character traits:

Sales-mindedness
Artistic sense
Color, design, and illumination consciousness

Experiences:

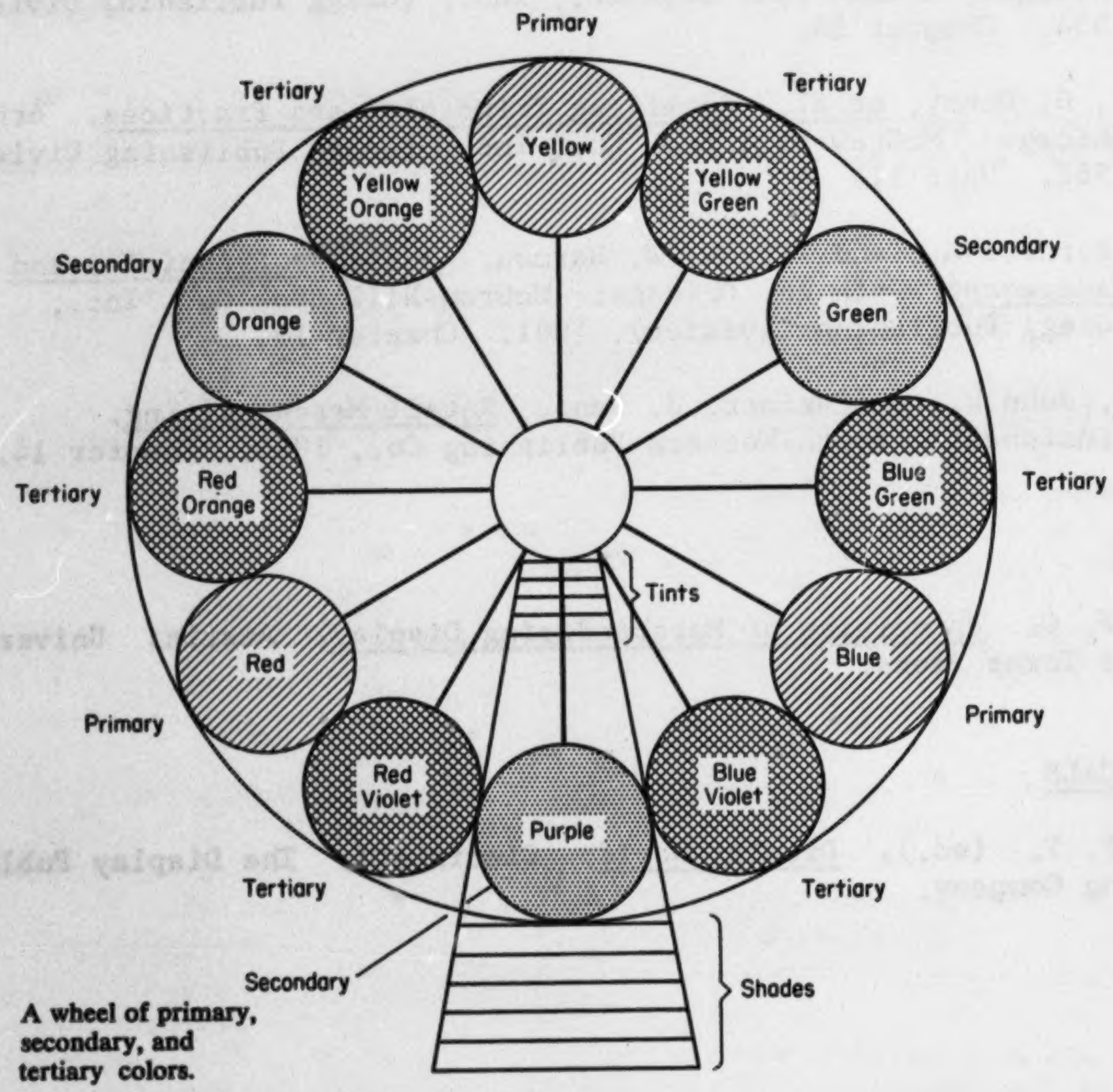
Apprenticeship under an able display manager
Sales experience
Courses in advertising, marketing, and salesmanship

LEARNING EXPERIENCES

VI. Visual merchandising as a career

Discuss the career opportunities in display work. List the skills which are necessary for success.

Prepare a talk on the opportunities available in visual merchandising.



A wheel of primary, secondary, and tertiary colors.

Source: G. Henry Richert, Warren G. Meyer, and Peter G. Haines, Retailing Principles and Practices (4th ed.; New York: McGraw-Hill Book Co., Inc., Gregg Publishing Division, 1962), p. 262.

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VOCABULARY

advancing colors

balance

closed display

complementary colors

continental arrangement

contrast

decorative props

display theme

dominance

functional props

gradation

harmony

hue

institutional display

intensity

interference

ledge display

motif

open display

order

primary colors

progression

promotional display

proportion

pryamid arrangement

radiation

radiation arrangement

receding colors

repetition

rhythm

secondary colors

shade

shadow box

stair-step arrangement

structural props

tertiary colors

tint

zig-zag

UNIT SEVEN - STORE ORGANIZATION AND OPERATION

The problem of store organization sets in as soon as the business begins employing more than one person. The type of ownership of the business must be decided upon; and in order that the business accomplish the purposes for which it was intended, it is necessary that the responsibilities of work be divided and assigned to those individuals best qualified to carry them out. It must be understood that, although organization methods will be different from store to store, it is necessary that everyone working in this organization understand his duties and the persons to whom he is responsible.

Understandings, Concepts, and Skills

Understandings

A characteristic of American businesses is that nearly all of them are owned by individuals. However, the types of legal ownership vary and the selection of the kind of ownership is dependent on three basic premises: (1) the type of managerial services desired, (2) the size and nature of the business, and (3) the capital necessary to start or reorganize it.

The types of ownership fall into three basic catagories: (1) sole (individual) proprietorship, (2) partnership, and (3) corporation. All three have certain advantages and disadvantages which must be considered before a particular form is chosen.

Concepts

The most popular form of legal ownership of retail stores is the sole (individual) proprietorship.

Outline of Content

I. Types of ownership

A. The sole (individual) proprietorship

Advantages:

Business easy to start
Own boss
Owner receives all profits
Decision making simplified and quicker
Taxes less

Disadvantages:

Capital difficult to obtain
Loss risk greater
Existence limited
Skills and special abilities lacking

Businesses suited for sole proprietorship:

Businesses rendering personal services

LEARNING EXPERIENCES

I. Types of ownership

Make a list of the advantages and disadvantages of a sole (individual) proprietorship.

Compile a list of all the common types of businesses that would be best suited for a sole proprietorship.

Understandings, Concepts and Skills

Although sole proprietorships and partnerships are the most numerous in types of ownerships, they account for the lowest percent of total sales.

The type of business that can operate best under a sole proprietorship is one which the owner can manage alone and in which a great amount of capital is not required.

The proprietorship and the partnership form of ownership are used mostly for small retail stores, e. g., groceries, hardware stores, drugstores, radio and TV repair supply shops.

Stores doing a large volume of business and those belonging to a chain organization are generally owned by corporations.

Skills

To become acquainted with the various types of ownership as to their advantages, disadvantages, and suitability to the different kinds of business operations.

To acquire a thorough awareness of the legal implications involved in owning and operating a business.

Outline of Content

Businesses selling one kind of merchandise

B. The partnership

Advantages:

Sources of capital greater
Skills and abilities pooled
Concern in business greater
Taxes less than corporation
Credit reputation better

Disadvantages:

Financial liability unlimited
Disagreement among partners
Limited existence
Partners bound to each other by contracts
Division of profits unsatisfactory
Withdrawal from partnership difficult

Businesses suited for partnership

C. The corporation (owned by stockholders)

Advantages:

Liability of stockholders limited
Permanency of existence
Sources of capital available
Withdrawal easier

LEARNING EXPERIENCES

Make a list of the advantages and disadvantages of a partnership.

Compile a list of the common types of businesses that would be best suited for a partnership.

Make a list of the advantages and disadvantages of a corporation.

Compile a list of the common types of businesses that would be best suited for a corporation.

After evaluating the advantages and disadvantages of each type of ownership, discuss which one would be best for a small store; for a large store.

Understandings, Concepts, and Skills	Outline of Content
	Disadvantages: Charter restrictions Personal interest lacking Taxes heavier Government regulations and reports Operating expenses greater Businesses suited for corporations: Businesses requiring large amounts of capital Business having uncertain futures D. The holding companies E. The merger and the consolidation F. The co-operative Consumer co-operatives Retail co-operatives Service co-operatives Wholesale co-operatives Co-operative marketing
Understandings Retail stores, in addition to being classified according to size and type of legal ownership, are also categorized on the basis of the line or lines of goods they sell and the way in which they initiate their selling function.	II. Types of retail institutions A. Specialty stores Characteristics Advantages Disadvantages Trends

LEARNING EXPERIENCES

*** Investigate the requirements in Illinois for:**

Establishing a business (sole proprietorship)
Establishing a partnership
Organizing a corporation
Obtaining a charter
Selling and issuing stock.

II. Types of retail institutions

Discuss the advantages and disadvantages in operating a specialty store.

Compile a list of the types of specialty stores that are decreasing in number, either because their function has been taken over by a department store or for other reasons.

Compile a list of the types of specialty stores that have recently come into existence or that are presently increasing in number. Explain your selection.

Compile a list of the distinguishing characteristics of a department store.

Write an essay on the changes taking place today among department stores. Explain the reasons for these changes.

*** For the gifted student**

Understandings, Concepts, and Skills

It is necessary to have a knowledge of the economic and social conditions that affect retailing before attempting to understand the nature of modern retailing. The increase in population, the industrialization of the economy, and the improvement in transportation and communications are basic factors responsible for the growth and evolution of retailing.

Concepts

Although the number of retail stores in this country has remained fairly constant in the past few years, new types of stores and new methods of merchandising have evolved into prominence.

As the size of the market increases, businesses that are capable of handling the larger markets develop and those not capable decline in use. Department stores and chain methods of retailing are expressions of efficient methods of merchandising in a large market.

The Bureau of Census classifies stores into very broad kinds of business groups. The most numerous stores are in the food group and in the group related to the automobile and its servicing. Stores handling apparel and those handling home furnishings are next in number, while "eating and drinking places" are rated most important in the area of service establishments.

In spite of the fact that chain

Outline of Content

Types

B. Department stores

Characteristics

Advantages

Disadvantages

Trends

Types

C. Chain stores

Characteristics

Advantages

Disadvantages

Trends

Types

D. Mail-order stores

E. Supermarkets

F. Discount houses

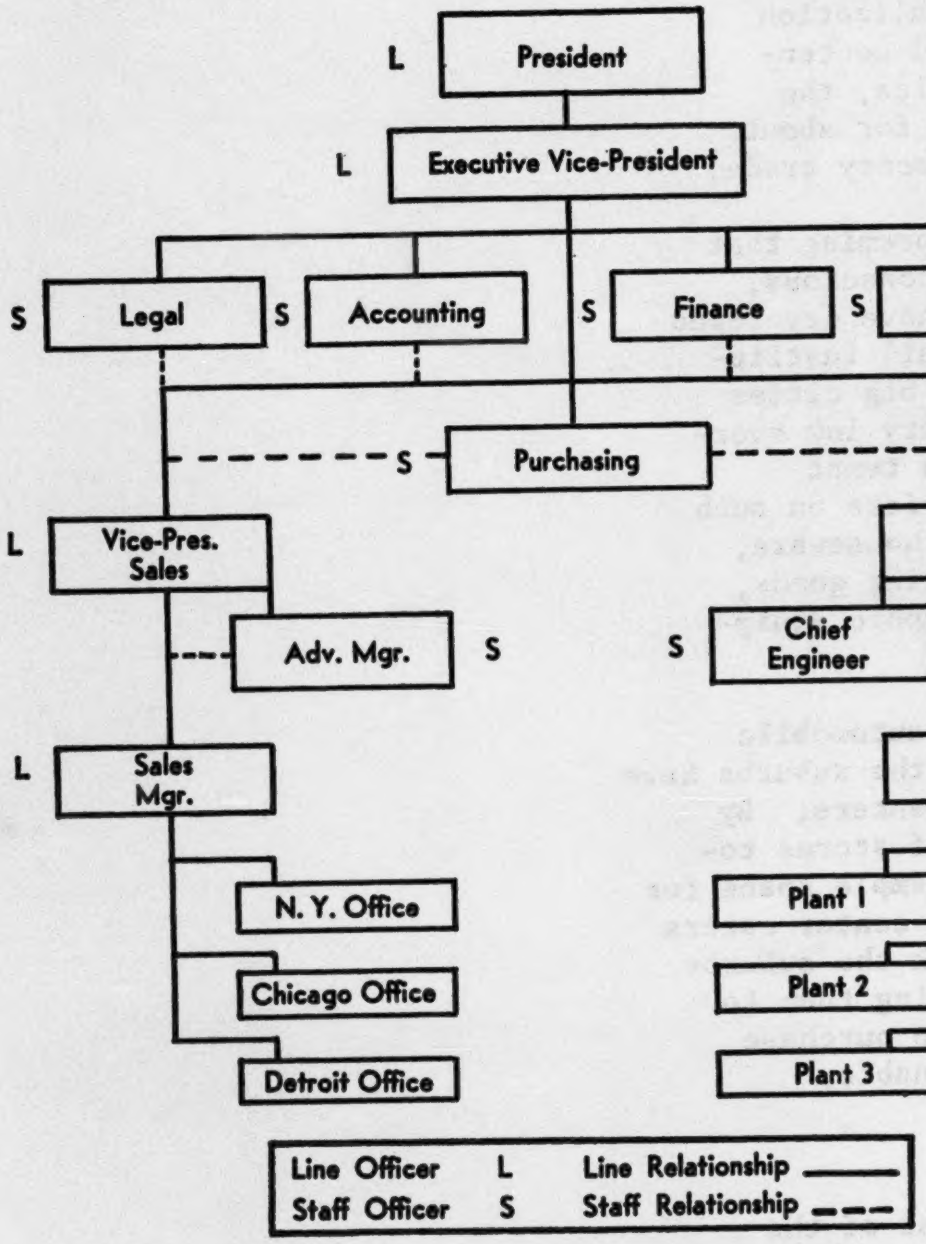
LEARNING EXPERIENCES

Compile a list of the identifying characteristics of a chain story system.

Compare the difference, if any, between a chain of department stores and a department store with several branches.

Research and report on the origin and development of the supermarket.

Research and report on the origin and development of the discount house.



Source: Bernard A. Shilt and W. Harmon Wilson, Business Principles and Management (Cincinnati: South Western Publishing Co., 1961), p. 95.

stores have been in operation since 1859, their real growth did not take place until the thirties. Today they account for more than thirty percent of the nation's retail trade.

A new trend in the food industry today is the "supermarket." By combining departmentalization with self-service and concentrating on volume sales, the supermarket accounts for about two-thirds of all grocery trade.

Capitalizing on the premise that customers are price-conscious, the discount houses have developed into established retail institutions. Located near big cities and operating on a very low overhead, discount houses tempt customers with low prices on such items as appliances, houseware, toys, hardware, sporting goods, jewelry, and photographic equipment.

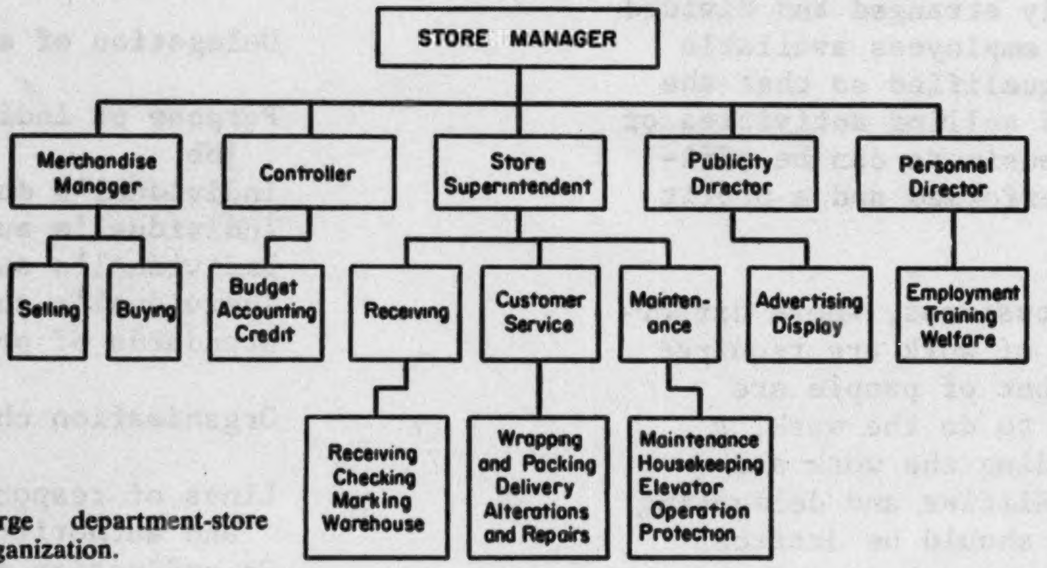
The great use of the automobile and the migration to the suburbs have led to the shopping centers. By grouping many kinds of stores together and providing ample space for parking, the shopping center caters to customers from both the suburbs and the city, permitting them to shop in leisure and to purchase almost anything imaginable.

Skills

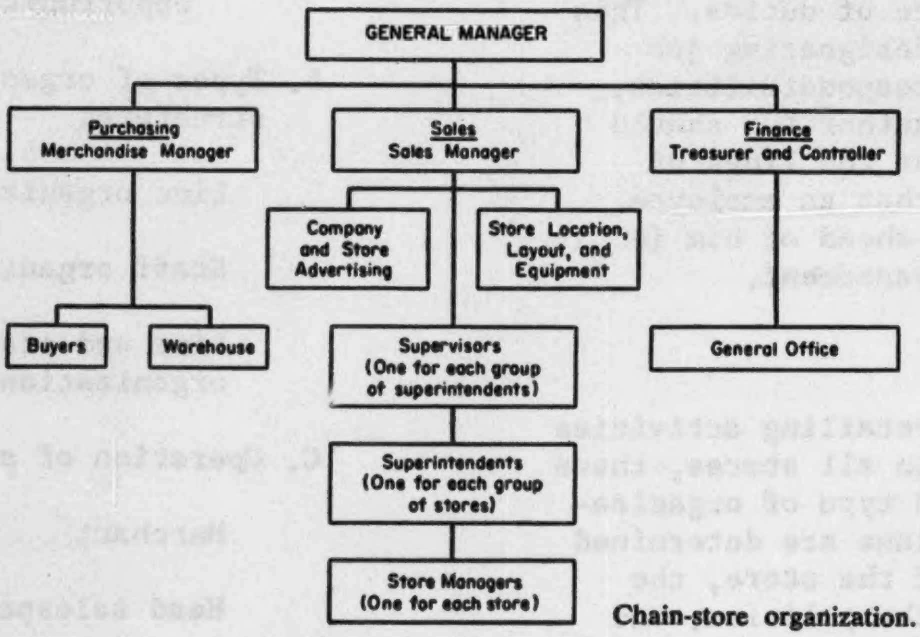
To develop an awareness of the economic, social, and industrial changes and their effects on retail operations.

To become familiar with the various kinds of retail operations and the role they play in distribution.

LEARNING EXPERIENCES



Large department-store organization.


GENERAL MANAGER
Purchasing
Merchandise Manager
Sales
Sales Manager
Finance
Treasurer and Controller
Company and Store Advertising
Store Location, Layout, and Equipment
Buyers
Warehouse
Supervisors (One for each group of superintendents)
General Office
Superintendents (One for each group of stores)
Store Managers (One for each store)

Chain-store organization.

Source: G. Henry Richert, Warren G. Meyer, and Peter G. Haines, Retailing Principles and Practices (4th ed.; New York: McGraw-Hill Book Co., Inc., Gregg Publishing Division, 1962), pp. 404-405.

Understandings, Concepts, and Skills

Understandings

It is essential that all work be properly arranged and divided among the employees available and best qualified so that the buying and selling activities of a retail business can be efficiently performed and a profit realized.

For many business, where different kinds of work are required and a number of people are called on to do the work, a plan dividing the work and responsibilities and delegating authority should be drafted. This is necessary in order to avoid any confusion and misunderstanding among the employees and to insure efficient operation and performance of duties. This plan besides designating job assignments, responsibilities, and lines of authority, should also make clear the lines of promotion so that an employee knows what is ahead of him in the way of advancement.

Concepts

Although the retailing activities are the same in all stores, there is no standard type of organization plan. Plans are determined by the size of the store, the merchandise, the policies, and the kind of ownership.

The purpose of arranging the functioning of a business is to delegate the responsibility or the obligation for performance of a given kind of work; when responsibility is delegated, the corresponding authority or right

Outline of Content

III. Organization of store

A. Reasons for organization

Delegation of authority:

- Purpose of individual's job
- Individual's duties
- Individual's authority
- Individual's supervisor
- Individual's subordinates
- Standards of performance

Organization chart:

- Lines of responsibility and authority
- Co-ordination and clarification of functions
- Work to be done
- Lines of promotion (career opportunities)

B. Types of organization structures

- Line organization
- Staff organization
- Line and staff organization

C. Operation of small store

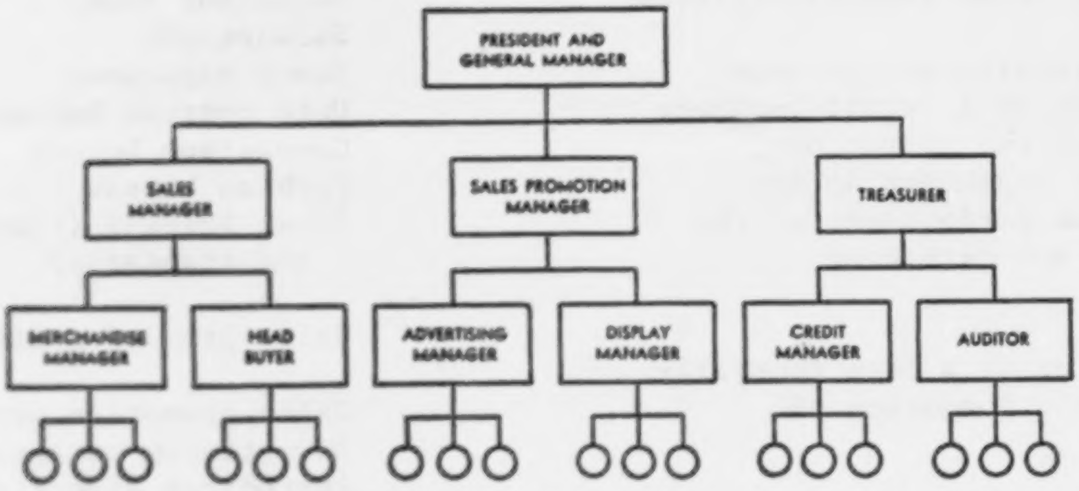
- Merchant
- Head salesperson
- Second salesperson
- Third salesperson
- Delivery man

D. Operation of large-scale store

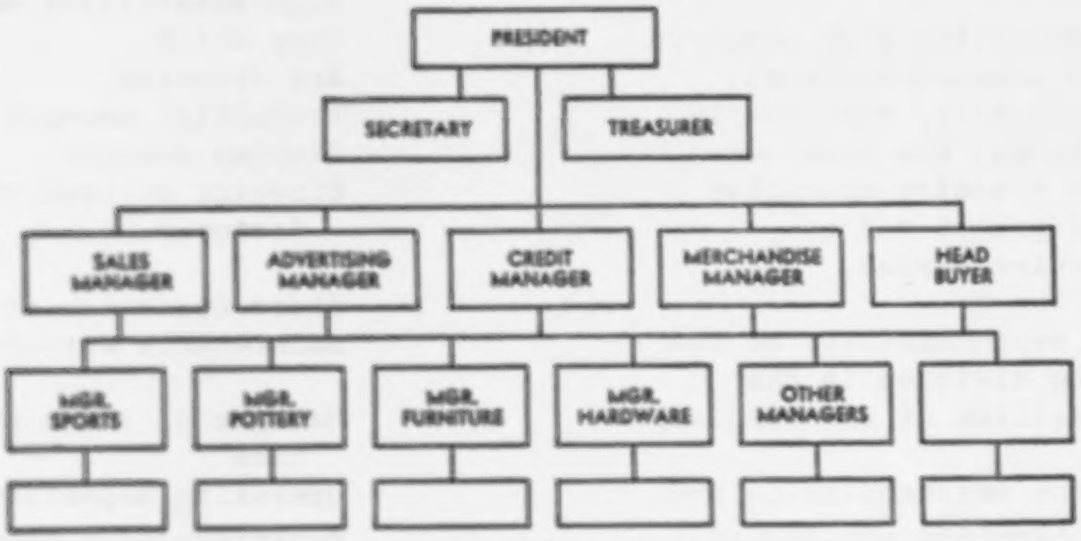
LEARNING EXPERIENCES

III. Store organization

Develop an organizational chart for your training station, taking into consideration the over-all size of the business.



Line organization



Staff organization

Source: Bernard A. Shilt and W. Harmon Wilson, *Business Principles and Management* (Cincinnati: South Western Publishing Co., 1961), pp. 93-94.

Understandings, Concepts, and Skills

to do it is explicitly or implicitly delegated.

One of the greatest mistakes in business is to assign responsibilities to employees without giving them sufficient authority to carry out those responsibilities.

The responsibility of the owner or management of a retail business is to oversee the operations, fabricate an organization for the efficient performance of the operations, and determine policies.

Administration is a term generally applied to the formation of policies.

Management is understood to mean the supervision, control, and execution of operations in accordance with policies.

When an organization plan properly assigns work responsibilities, delegates authority, and clearly defines policies, the time and attention of a senior executive is saved and prompt and coordinated action ensues.

The primary responsibility of the merchandising division is the buying and selling of merchandise.

Presenting the merchandise to the customer, attracting the people into the store, and maintaining good will in the community are the main functions of the sales-promotion division.

The store operation or maintenance division is responsible for the condition and appearance of the

Outline of Content

Merchandising division:

General merchandise manager
Divisional merchandise manager
Buyer
Assistant Buyer
Salespeople
Stock employees
Unit control bureau
Comparison bureau
Fashion bureau
Other bureaus (testing and standards)

Sales promotion division:

Sales promotion manager
Advertising manager
Periodical advertising manager
Direct advertising manager
Radio advertising manager
Sign advertising manager
Copy chief
Art director
Production manager
Display manager
Director of special features

Store operation or maintenance division:

Manager of store operation
Operating superintendent
Superintendent of workrooms
Purchasing agent
Traffic manager
Supervisor of protection
Service superintendent
Floor manager
Packing manager
Adjustment manager

LEARNING EXPERIENCES

Prepare an organization chart of your school or training station. Write an explanation of what the chart means, indicating the lines of responsibility and control and any staff positions that may be found in the chart.

Compare the organization problems of the small store with those of the large store. Do their problems differ because of the difference in size of the stores?

* Visit an official of a large department store to obtain information concerning the store's organization. Secure an organization chart to show and explain to the class how a large store operates.

Understandings, Concepts, and Skills

building and its equipment, customer service, and the purchasing and distribution of supplies as they are needed by the various departments.

The basic function of the finance and control division is to collect facts and make reports on the accounting and financial phases of operations.

Frequently the personnel division is a part of the store operation division. However, there is a tendency for personnel to be a separate division depending on the size of the store. In any case, the function of personnel is to employ and train personnel and maintain morale.

Skills

To develop an awareness and the ability to interpret the organizational structure of most retail businesses so that the purposes, policies, lines of control, duties, and work responsibilities of a business can be understood and appreciated.

Outline of Content

Delivery superintendent
Maintenance superintendent

Control division:

Controller
Chief accountant and assistant controller
Head accountant
Accounts payable manager
Chief auditor
Assistant controller for expenses
Assistant controller for operations
Chief cashier
Paymaster
Insurance supervisor
Tax supervisor
Merchandise controller
Statistician
Credit manager
Credit sales promotion manager
Charge account supervisor
Installment account supervisor
Authorizing manager
Accounts receivable manager
Collection manager

Personnel division:

Personnel director
Employment manager
Training director
Employee service manager

E. Organization of chain store

Operating division:

Director of operations
Superintendent of stores
District supervisors
Store managers

LEARNING EXPERIENCES

* Make a list of three different jobs in each of the five divisions and explain how each of these jobs contributes to the selling of the goods in the store.

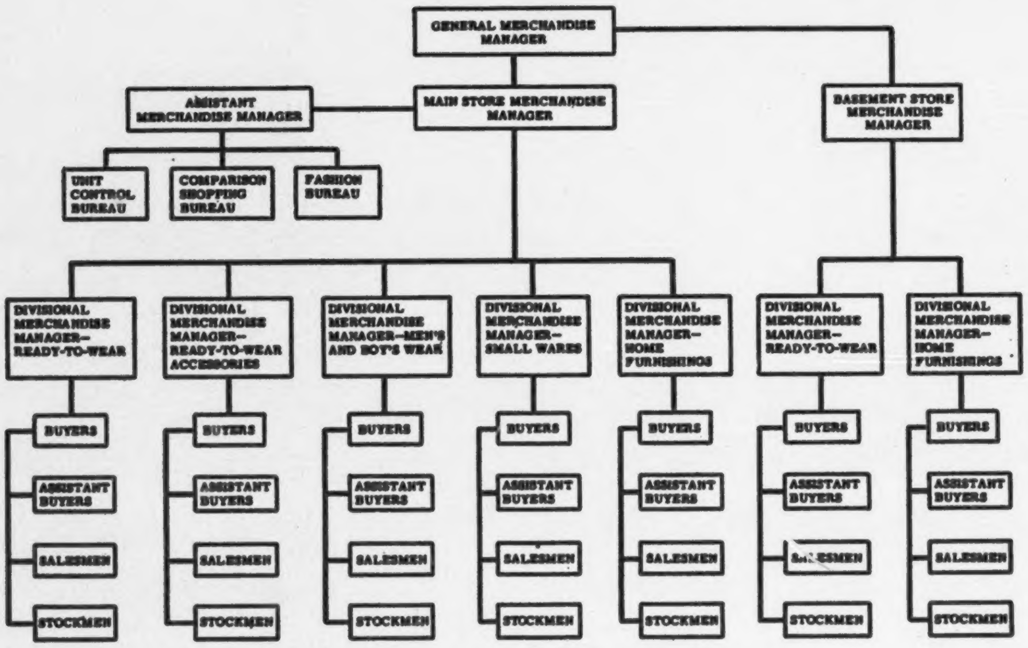
Describe the functions performed by each division of a large department or specialty store as follows:

Merchandising
Sales promotion
Store operation
Finance and control
Personnel.

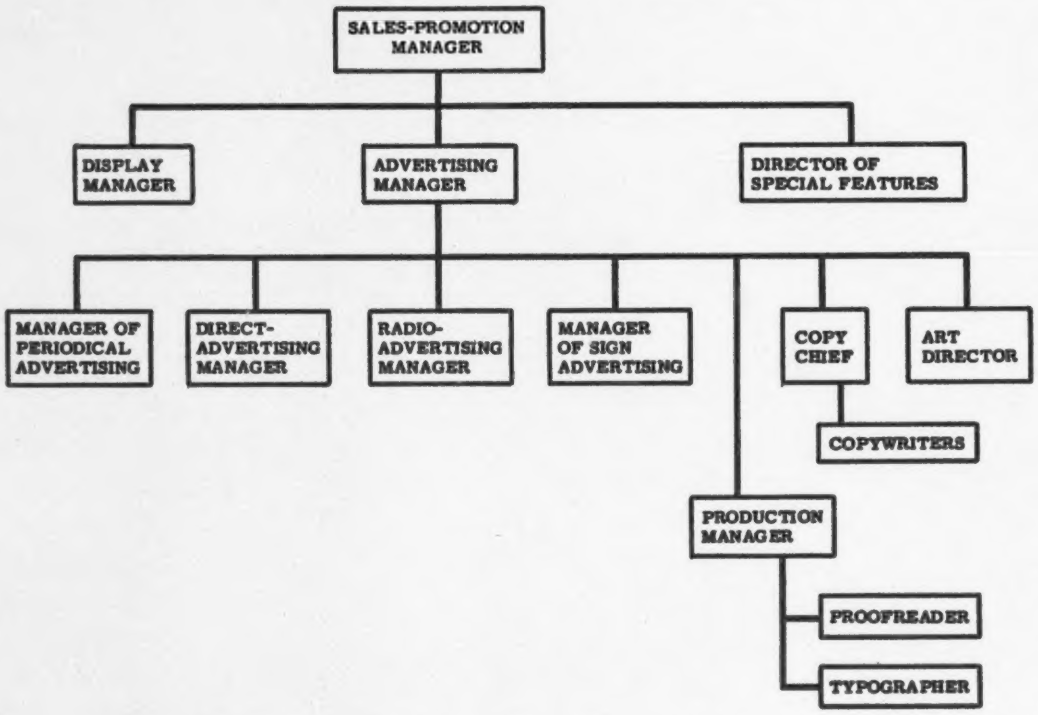
Must these functions be carried out in a small store?

Understandings, Concepts, and Skills	Outline of Content
	Warehousing and traffic division:
	Superintendent of warehouse Traffic manager
	Personnel division:
	Personnel manager Headquarters personnel Field personnel
	Merchandising division:
	Director of merchandising Buyer Manager of the merchandise control bureau Sales promotion manager Display manager Advertising manager
	Real estate division (manager)
	Control division:
	Controller Chief accountant Retail accountant General accountant Accounts payable accountant Tax accountant Insurance manager Budget supervisor Chief auditor Office manager Purchasing agent

LEARNING EXPERIENCES


GENERAL MERCHANDISE MANAGER
ASSISTANT MERCHANDISE MANAGER
MAIN STORE MERCHANDISE MANAGER
BASEMENT STORE MERCHANDISE MANAGER
UNIT CONTROL BUREAU
COMPARISON SHOPPING BUREAU
FASHION BUREAU
DIVISIONAL MERCHANDISE MANAGER—READY-TO-WEAR
DIVISIONAL MERCHANDISE MANAGER—READY-TO-WEAR ACCESSORIES
DIVISIONAL MERCHANDISE MANAGER—MEN'S AND BOY'S WEAR
DIVISIONAL MERCHANDISE MANAGER—SMALL WARES
DIVISIONAL MERCHANDISE MANAGER—HOME FURNISHINGS
DIVISIONAL MERCHANDISE MANAGER—READY-TO-WEAR
DIVISIONAL MERCHANDISE MANAGER—HOME FURNISHINGS
BUYERS
ASSISTANT BUYERS
SALESMEN
STOCKMEN

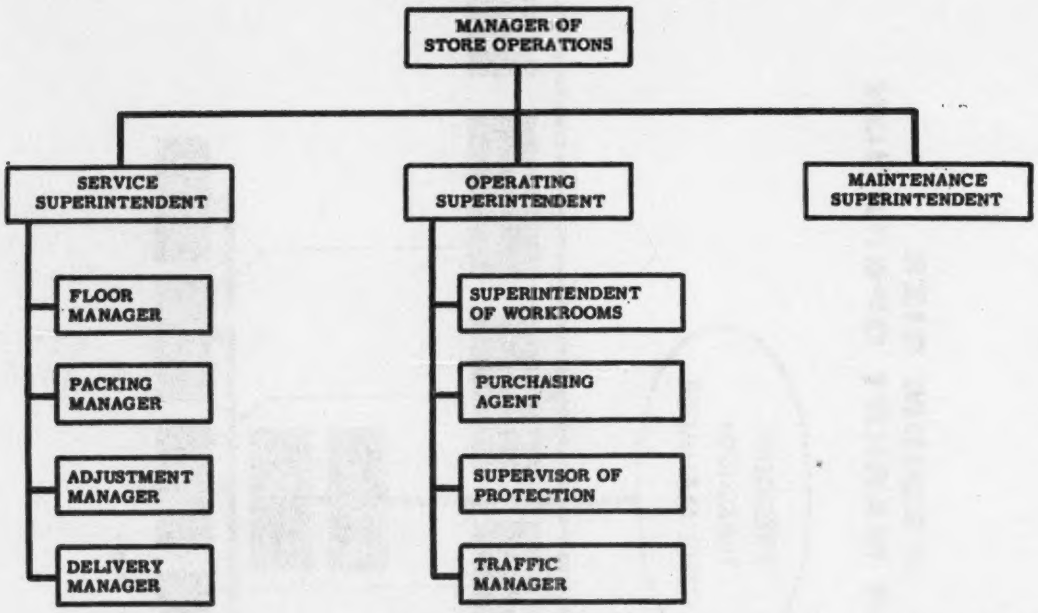
Merchandise division organizational chart. This chart summarizes the discussion of the organization of the merchandise division in the text.


SALES-PROMOTION MANAGER
DISPLAY MANAGER
ADVERTISING MANAGER
DIRECTOR OF SPECIAL FEATURES
MANAGER OF PERIODICAL ADVERTISING
DIRECT-ADVERTISING MANAGER
RADIO-ADVERTISING MANAGER
MANAGER OF SIGN ADVERTISING
COPY CHIEF
ART DIRECTOR
COPYWRITERS
PRODUCTION MANAGER
PROOFREADER
TYPOGRAPHER

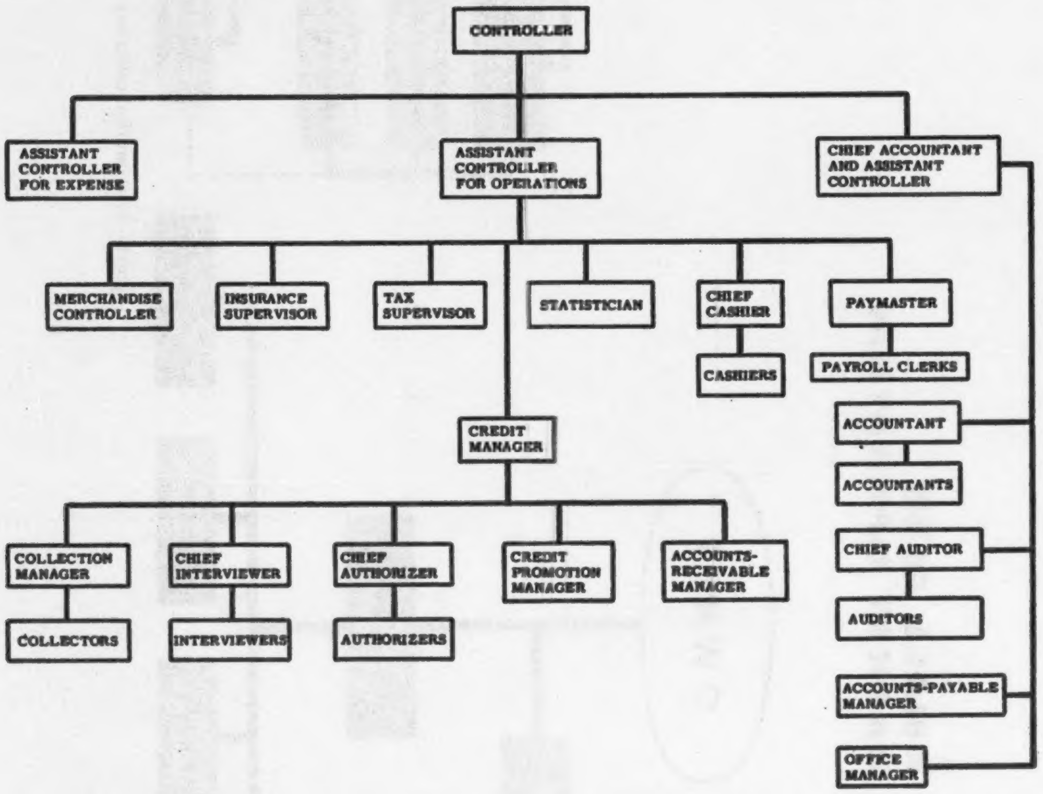
Sales-promotion division organizational chart. This chart should be examined as the section on the sales-promotion division is read.

Source: Fred M. Jones, Retail Merchandising (Homewood: Ill.: Richard D. Irwin, Inc., 1957), pp. 163 and 173.

LEARNING EXPERIENCES

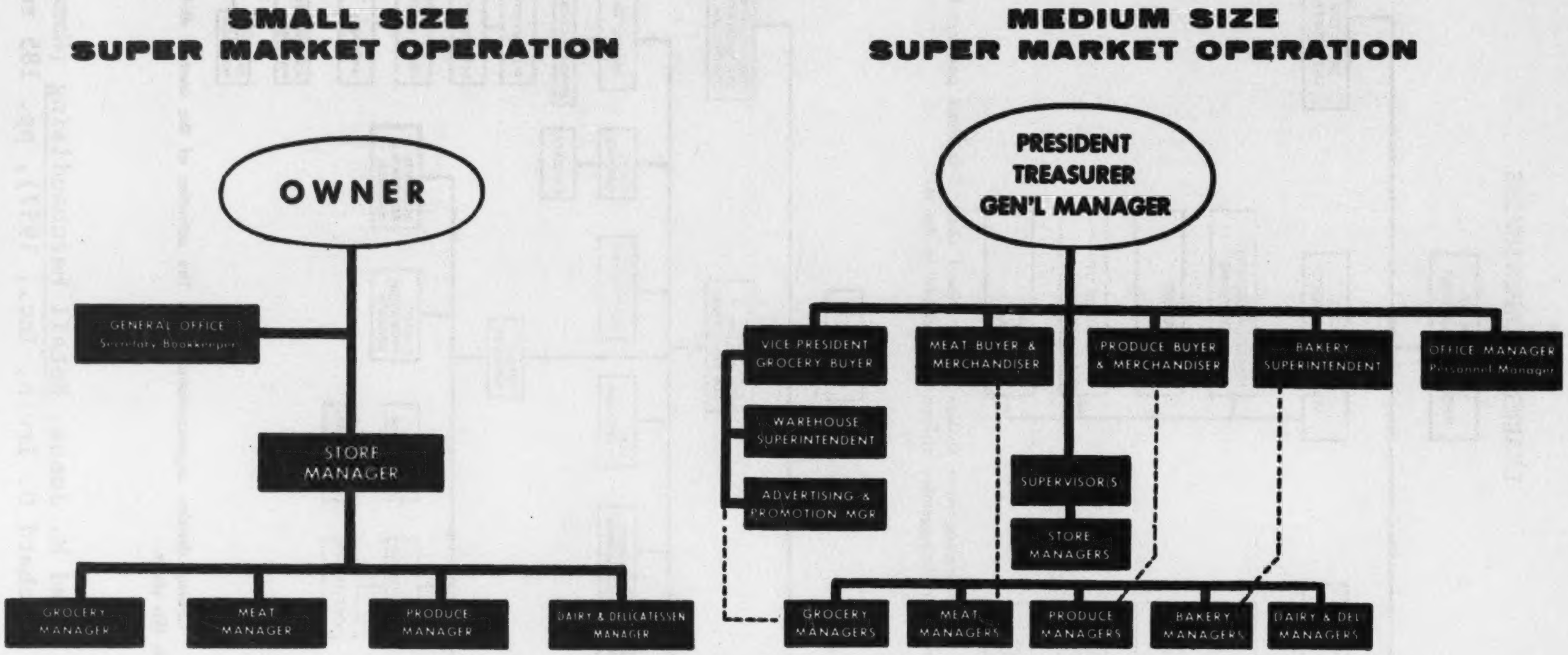


Store-management division organizational chart. This chart portrays the basic activities of the store-management division as described in the text.



Control division organizational chart. The activities of the control division are summarized in this chart.

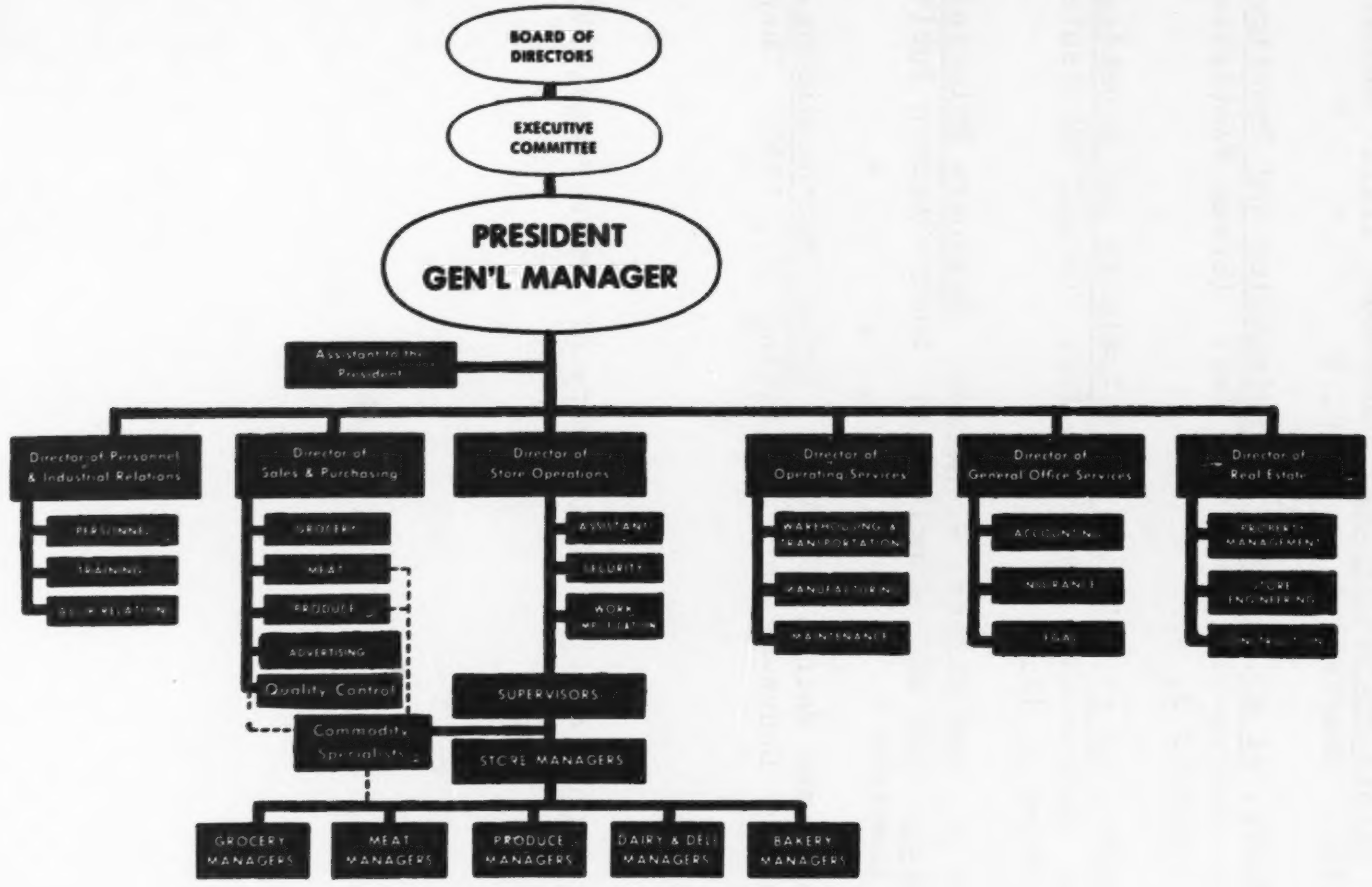
Source: Fred M. Jones, Retail Merchandising (Homewood, Ill.: Richard D. Irwin, Inc., 1957), pp. 185 and 189.



Typical supermarket-company organization charts.

Source: Fred M. Jones, Retail Merchandising (Homewood, Ill.: Richard D. Irwin, Inc., 1957), p. 206.

LARGE SIZE SUPER MARKET OPERATION



Source: Fred M. Jones, Retail Merchandising (Homewood, Ill.: Richard D. Irwin, Inc., 1957), p. 207.

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VOCABULARY

chain store

co-operative store

consolidation

controller

corporation

department store

discount house

holding company

itinerant store

leased department

line and staff organization

line organization

mail order

merger

partnership

scrambled merchandise

sole proprietorship

specialty store

staff organization

stock holder

supermarket

superette

variety store

UNIT EIGHT - STORE FINANCE, ACCOUNTING, AND CONSUMER CREDIT

Maintaining a business, as well as starting one, requires a continuous source of capital. In addition to securing and manipulating the funds essential in financing and operating a business, accounting records of all expenditures, money gains and losses, and investments must be maintained to provide management with the necessary decision-making tools and also to present an accurate financial account of the business for tax pruposes. Apropos to business finance and accounting is consumer credit. Realizing that continuous success is dependent on sales volume and store-consumer contact, the retail industries have introduced and provided a number of consumer credit programs, so that today more than a third of all retail sales are conducted on a credit basis.

Understandings, Concepts, and Skills	Outline of Content
Understandings	I. Financing facts
In no other country outside of America will one find economic conditions so conducive to successful business activity as attested by the over 4 million (non-agricultural) organizations in operation today. Opportunities are available to anyone capable of financing a business and cognizant of facts in managing a business operation.	A. Consultation with a banker Advice on starting and operating Procurement of a loan B. Capital Factors affecting amount needed:
The amount of capital necessary to embark on a business venture and to maintain the operation is determined primarily by the managerial efficiency of the owner, the kind of business to be conducted, the volume of business expected, and the cost of the equipment.	Efficiency of management Kind of business Status of business (new or operation) Use of funds (buildings, equipment, accounts receivable, merchandise, and cash)

LEARNING EXPERIENCES

I. Financing facts

Confer with a banker and find out what kind of advice he would give you in starting a business of your own.

Ask a representative of a bank what bookkeeping statements he examines before granting a loan. Have him explain the basis on which he is willing to make loans.

Understandings, Concepts, and Skills

A store owner should consider the risks involved in operating a business. An evaluation of both noninsurable risks and insurable risks should be assumed and the proper protection applied for.

Concepts

Capital is essential for the purchase of fixed assets (building, equipment, and fixtures) and for the running of the business (purchasing merchandise, paying salaries, and taking care of the other expenses incurred in operating a business).

Skills

To become familiar with the various capital requirements that are essential to financing and operating a business.

To become proficient in evaluating the needs for capital and the utilization of the sources of capital in the operation and maintenance of a business.

To develop an awareness of the risk involved in operating a business and the utilization of the insurance programs that are available.

Outline of Content

Business profits
Merchandise resources
Fixture and equipment companies
Bank loans
Private lenders
Partnerships and corporation (stocks)

Kinds:

Fixed
Working
Liquid

C. Risks

Noninsurable:

Changes in needs and wants
Changes in competition
Shifts in population

Insurable:

Property damage
Liabilities due to injuries
Business life
Social compensation
Buying protection

LEARNING EXPERIENCES

Prepare a short listing of a retailer's sources of capital. Indicate the purposes for which each type of capital may be used.

Prepare a report suggesting what a retailer could do to reduce the risk of business failure.

Understandings, Concepts, and Skills

Understandings

A business cannot operate successfully without proper bookkeeping and accounting records. Much of the incompetent management, reported as the major cause of business failure, is due to lack of financial facts.

Because of the multiplicity of operations in today's distributive establishment, the managers are dependent upon accurate and up to date records. These records are supplied by the accounting department.

Since the modern business establishment consists of many divisions it is necessary to oversee the operation. This function would fall upon the controller's division and would consist of such duties as keeping departments within budgets, checking inventories, and auditing records.

Concepts

Although the kind and number of records required vary with the size of the store, records of cash receipts and disbursements, expenses, sales, purchases, stocks, and inventories must be kept to determine whether the store is earning a profit.

Sales must be recorded and analyzed in order to provide a basis for intelligent buying and selling, and all managerial decisions are based on information supplied by the accounting department.

Outline of Content

II. Accounting records

- A. Purposes
  - Profits and losses
  - Tax information
  - Credit information
  - Financial statements
  - Budgetary control:
    - Sales budget
    - Expense budget
- B. Types of records
  - Accounts receivable (customers)
  - Accounts payable (creditors)
  - General ledger:
    - Asset accounts
    - Liability accounts
    - Proprietorship accounts
    - Income accounts
    - Expense accounts
    - Income tax records
    - Withholding tax records
    - Social security taxes
    - Payroll records
- C. Statements
  - Profit and loss statement
  - Balance Sheet

LEARNING EXPERIENCES

II. Accounting records

Bring to school an annual corporate report and then analyze it in class.

Prepare a summary of the taxes that affect the local businessman.

* Prepare a display showing the business papers used in merchandise and cash control.

* Prepare a personal balance sheet and profit and loss statement.

* Explain the relationship between profits and availability of capital.

Obtain several copies of old balance sheets or profit and loss statements from your training station and analyze them in class.

* For the gifted student

Understandings, Concepts, and Skills

Well-kept financial records are also necessary when applying for an extension of credit from a bank or a finance company, when purchasing (on credit) equipment and merchandise, and when submitting tax statements.

Skills

To develop an awareness of the number and importance of records which are necessary in maintaining a business operation.

To become proficient in maintaining records and developing financial statements required for managerial decisions and tax reports.

Understandings

At one time retail establishments hesitated in extending credits to the consumer. Today, however, retail credit selling is on the increase, and virtually every wage earner can "buy now and pay later."

Although credit is a convenience, a privilege, and a service to the consumer, it is an integral part of retail merchandising. In extending credit a business must formulate the policies and procedures that will be followed and must take into consideration the advantages and disadvantages of extending credit.

Outline of Content

D. Aids to better record keeping

    Cash register system

    Bookkeeping service organizations

    Automatic data processing

E. Stocks and inventories

    Physical inventory

    Book or perpetual inventory

    Unit stock control system

    Check list system

III. Consumer credit

A. Credit philosophy

    A merchandising service:

    Consumer sales stimulated (retail credit)
    Business expansion stimulated (commercial credit)

    Consumer service:

    Convenience provided
    Financial needs met

    Advantages for retailer:

    Customers loyal
    Customers less price-conscious
    Customers buy more freely
    Confidence created

LEARNING EXPERIENCES

Explain how the cash is handled in the store in which you work.

Prepare a list of the types of financial information provided by the registers in your training station. Explain how each type of information is used to control store operation.

Inquire of a local business how that business controls its inventory. Report to the class.

III. Consumer credit

Discuss the advantages and disadvantages of installment selling from the standpoint of the retailer as well as that of the customer.

Fill out credit application in class to illustrate information that is pertinent for credit granting.

Understandings, Concepts, and Skills

Concepts

The credit selling of merchandise is an dependent on customer-employee contact as is pay-now salesmanship. The credit applications and customer complaints are handled on a person-to-person basis and the principles of salesmanship are readily applicable.

There are numerous types of credit programs, each with its own purpose and suitability to the convenience of the customer.

When extending credit, methods of collections should be initiated properly and promptly in order that the business will have money to operate, to build, and to hold the good will of the customer.

Skills

To become familiar with the various types of credit programs and develop a proficiency in handling and recording credit accounts.

To learn to write a simple collection letter.

To learn to read and record information on a customer's account card.

Outline of Content

Better trade attracted
Business peaks equalized

Disadvantages for retailers:

Capital tied up
Losses incurred
Credit costs higher
Customer loss

B. Credit policy

Credit qualifications:

Character
Capacity
Capital

Credit plans:

Revolving (deferred) account
Installment plan (conditional sales contract or chattel mortgage)

Nonretail credit:

Banks
Finance companies
Co-operative retail-bank credit

Credit bureau:

Local Chamber of Commerce
Retail merchants Association
National Retail Credit Association

C. Credit collection

Losses negligible

LEARNING EXPERIENCES

Interview the credit manager of a local firm and determine on what basis credit is granted.

Obtain from your training station the different types of credit forms that are available. Explain to the class the procedure in opening up a credit account at your place of employment.

Plot relationship between consumer credit, employment, and gross national product.

Report on the procedure your store initiates in making and verifying credit sales.

Understandings, Concepts, and Skills	Outline of Content
	Accounts recorded and classified Collecting procedure set up: Monthly statements Impersonal reminders Repossession Garnishment
Understandings Throughout the area of finance, accounting, and consumer credit are a countless number of jobs are career opportunities. Although each of these areas may be viewed as separate experiences, they are so closely related that a person experienced and knowledgeable in one area should be able to transfer and apply what he has learned to the other.	IV. Finance, credit, and accounting careers A. Finance and credit Opportunities: Banks Loan companies Stock exchanges Stock brokerage concerns Insurance companies Credit agencies
Concepts Anyone planning a career in these areas should have a natural liking and ability for mathematics. He should also be accurate in his work and enjoy working at a desk. A person who expects to enter into these occupations should have some education in and understanding of economics, business management, finance, accounting, and business law.	Job areas: Accounting Bookkeeping Clerical work Investigating Managing Checking credit accounts Collecting and recording credit information Credit interviewing Credit investigating Personality and experience: Accuracy and willingness Tact, courtesy, and patience

LEARNING EXPERIENCES

Write a series (3 to 5) of collection letters attempting to collect a delinquent account without losing the customer's business.

IV. Finance, credit, and accounting careers

Construct a wall chart indicating types of positions available in finance and credit.

Understandings, Concepts, and Skills	Outline of Content
	Education in economics, business management, finance, accounting, law, and credit principles and procedures
	B. Bookkeeping and Accounting
	Opportunities and types of work:
	Posting clerk Ledger clerk Cost accountant General accountant Auditor Controller C. P. A.
	Personality and experience:
	Accuracy and willingness Education in mathematics and subjects used for finance and credit

4

LEARNING EXPERIENCES

Interview local personnel managers and determine the qualifications necessary to secure a position in the accounting department.

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VOCABULARY

accounts payable

accounts receivable

assets

balance sheet

certified public accountant

chattel mortgage

check list system

conditional sales contract

controller

credit bureau

cycle billing

depreciation

equity

fixed capital

general ledger

gross margin

gross sales

installment plan

liabilities

liquid capital

net income

net sales

obsolescence

open (regular) account

perpetual inventory

physical inventory

profit and loss statement

repossess

revolving (deferred) account

risk

unit stock control system

working capital

UNIT NINE - ECONOMICS OF DISTRIBUTION

The role of an economic system is to provide the people living under that system the material goods and services required to attain a decent standard of living and to do this in the most efficient manner possible. The distribution of goods and services is an integral part of any system and is particularly important in our highly technical, mass production society.

Understandings, Concepts, and Skills

Understandings

The American economic system is called a mixed free enterprise system. This implies that there is some government intervention in an otherwise individual-oriented sphere of action.

Concepts

Competition in the American system is not "free" or "complete" in the economic sense but contains monopoly elements due to product differentiation and incomplete knowledge on the part of the consumer.

Outline of Content

I. Definitions

- A. Economics - the study of satisfying unlimited human wants with limited resources.
- B. Distribution - all the activities necessary after production to bring goods and services to the consumer.

II. Characteristics of our system

- A. Types of competition
  - Monopolistic
  - Oligopolistic
- B. Profit orientation
- C. Specialization
- D. Mass production
- E. Free entry into business
- F. Continental market
- G. Dynamic growth

LEARNING EXPERIENCES

II. Characteristics of our system

Secure information from Dunn and Bradstreet on the number of business failures in the last six months. List the reasons for these failures.

Prepare a report on the characteristics of the competitive enterprise system.

Distinguish between "pure" competition and "normal" competition.

Understandings, Concepts, and Skills	Outline of Content
The United States is unique because no internal barriers to trade such as tariffs, duties, or quotas have existed since the Constitution was effected. This continental market has made mass production and mass distribution a reality. In an economy as large as ours it was inevitable that large power blocks would develop. The very existence of these elements prevents any one group gaining control. The interplay between groups has played an important part in raising the American standard of living to the level we enjoy today.	Technological advances Institutional adaptations H. Power blocks Government: Regulation Taxation Expenditures Business: Associations Lobbies Labor: Unions Lobbies Consumer: Research testing associations Consumer publications
Understandings The price of an article will dictate whether a businessman will offer the article for sale and also whether consumers will purchase it. For these reasons it is important to look at the factors that bring about a specific price. Concepts The Law of Supply and Demand points out that price is a result of the interactions of those who are supplying goods and those demanding goods.	III. Price establishment through supply and demand A. Supply determinants Profit opportunities Factor costs: Land Labor Capital B. Demand determinants Marginal utilities Substitute products Income levels

LEARNING EXPERIENCES

Make a list of government laws pertaining to distribution. Keep this list in your job notebook. (See Illinois Retail Merchants Association for this information to supplement material from the textbook.)

Secure speakers from various trade associations. Have these speakers explain how the trade association functions and the benefits gained from membership.

* Prepare a report on the areas of influence of labor unions.

Read and report on a market research project that illustrates how the consumer plays an important role in developing products.

III. Price establishment through supply and demand

Have an accounting teacher explain the different elements of cost.

Write a report giving the reasons for the steady increase in the cost of distribution.

Discuss the following: Does the individual consumer have any say in what is to be produced and at what price it will be sold?

* Draw a circular (pie) graph showing the usual amount or percentage spent for raw materials, direct labor, and overhead in the manufacture of some product. Show the amount or percent left for profit. (Secure figures from a cost accounting book or from some manufacturer's yearly report.)

* For the gifted student

Understandings, Concepts, and Skills	Outline of Content
The supplier desires a high price but he will settle for one that will cover his costs and yield a reasonable profit.	C. Factors inhibiting the Law of Supply and Demand Monopoly
The price a buyer will pay depends upon the relative satisfaction he will receive from the goods in light of their monetary cost and all the possible substitute goods available.	Business collusion Administered prices
Understandings	IV. Role of distribution
It is estimated that 50-55% of the retail price of consumer goods are distribution costs. Many critics, therefore, have assailed the distribution functions as wasteful. For this reason it becomes important to thoroughly cover the role of distribution in our system.	A. Value through utility creation B. Compliment to mass production C. Cost reduction through specialization D. Promotion of new products E. Discovering of new uses for existing products F. Consumer information
Understandings	V. Functions of distribution
Distribution is composed of many specialized functions. Persons are trained in certain areas so that all the benefits that accrue from the division of labor are obtained.	A. Kinds Buying Selling Transporting
Concepts	
It should be pointed out that it would be possible to delete one or more of the listed functions, but the burden of accomplishing that particular activity would then become the burden of the consumer.	Storing Grading Financing Risk bearing Researching

LEARNING EXPERIENCES

Invite the school's economics teacher to discuss the subject of pure competition and mass production.

* Attempt to determine whether certain firms can set their own prices.

IV. Role of Distribution

* Contrast the distribution system of the United States with that of some underdeveloped country.

* Compare the Russian distribution system with ours.

V. Functions of distribution

Have a speaker from a finance company explain the value of credit.

Have a panel discussion on the value of advertising to the consumer.

Appoint a committee to visit a parcel delivery service and report to the class.

Select some type of merchandise. Describe how each of the distributive functions is necessary to make this merchandise available to consumers.

Understandings, Concepts, and Skills

One particular function usually overlooked by the consumer is that of risk bearing. Each and every distributor who assumes the responsibility for goods and/or invests time and capital runs the risk that the goods might be destroyed or that the consumer reject them. The distributor does not assume this risk out of altruistic reasons but for the possibility of monetary gain.

Just as there are several functions, there are several channels of flow through which the functions may be carried out. Within these channels there are specific middlemen trained to bring about the desired results.

Any particular channel of distribution or any particular middleman exists only as long as necessary, useful activities result. As economic conditions change, the distributive process changes to meet the new needs.

Understandings

Distribution is in a constant state of flux. Distribution only exists because it performs necessary activities, but what is or is not a necessary activity is relative to the particular time and place. Thus through time there have been many distributive innovations that have come into being to meet the changing patterns of life.

Outline of Content

B. Methods

Distribution channels

Factors determining choice
Continual modification to lower costs

Merchant middlemen:

Retailer
Wholesaler
Jobber

Functional middlemen:

Selling agent
Broker
Resident buyer
Commission men

Organized exchanges:

Stock
Grain

VI. Highlights of Distribution

A. Anglo-Saxon "Chapman"--7th century

B. English Sunday markets--10th century

C. Merchant guilds - 12th century

D. Staple markets - 13th century

LEARNING EXPERIENCES

Prepare channel of distribution charts for merchandise sold at your place of employment.

* Investigate for oral presentation the history of various modern middlemen.

Go on field trips to various distribution centers, i.e., Board of Trade, Fulton Fish Market, Randolph St. Market.

Have a speaker or speakers representing particular middlemen functions talk to the class.

VI. Highlights of distribution

Prepare a scrap book of articles taken from current periodicals showing important economic changes which affect the marketing of goods and services.

* Use Public Library facilities to make visual presentation of early modes of distribution in Chicago.

Understandings, Concepts, and Skills	Outline of Content
Concepts The highlights listed in the outline represent some of the major innovations in distribution. The reasons for the emergence and the impact on society of these innovations should be brought to the attention of the students.	E. Craft guilds - 14th century F. Royal Exchange - 16th century G. First periodical advertising - 17th century H. Frontier trading post - 17th century I. Yankee peddler - early 19th century J. General store K. Department store - 1850's L. Mail-order house M. Chain store N. Shopping center O. Discount store

LEARNING EXPERIENCES

* Describe the role of the distributor in biblical times.

Prepare a report outlining the possible changes that might soon emerge in distribution.

View films showing new shopping centers with the greater emphasis on diversification.

Write short biographical sketches of individuals who have profoundly affected the field of distribution.

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FILMS

The Basic Elements of Production. Encyclopaedia Britannica Films, Inc., 1954. 14 min. b&w (X-B-94).
Deals with the interreletionship of natural resources, labor, capital, and management in the production of goods.

Distributing America's Goods. Encyclopaedia Britannica Films, Inc., 1945. 11 min. b&w (X-D-6).
Shows the costs of distribution and ways the consumer can cooperate with distributors to reduce these costs.

How We Got What We Have. Wilding Inc., 1950. 22 min. b&w (X-H-101).
Progress we have made due to our political and economic freedom is contrasted with that of a dictatorship.

It's Your Decision - Part I. Roland, 1954. 26 min. b&w (X-I-71).
The problems connected with organizing a business are explained. The contributions made by management, labor and capital are illustrated.

It's Your Decision - Part II. Roland, 1954. 16 min. b&w (X-I-72).
Presents the problems for business to determine the necessity for replacement and expansion of equipment to insure survival and growth.

VOCABULARY

administered price
agent
automation
barter
broker
capital
capitalism
circular integration
demand
demand curve
disposable personal income
economics
economic good
entrepreneur
exchange
gross national product (GNP)
guild
horizontal integration
interest
laissez faire
law of diminishing returns
marginal utility
monopoly
monopolistic competition
national income
oligopoly
personal income
price
profit
pure competition
resource
revenue
risk bearing
Royal Exchange
socialism
specialization
standard of living
staple market
supply
supply curve
utility
value
vertical integration
wealth

APPENDIX

STEP-BY-STEP TRAINING PLANS

Listed here are the step-by-step training plans for Distributive Education students who work in the following types of training stations. These are only samples of the training plans which should be developed by the teacher-coordinator and the job supervisor as new training stations are acquired.

1. Auto parts and accessories
2. Banks, savings and loan, finance, and insurance
3. Beauty aids: sales and service
4. Camera store
5. Checker-cashier
6. Chinaware and glassware
7. Credit department
8. Drug stores
9. Floor and wall coverings
10. Food service: waitress-bus boy
11. Food stores
12. Gas station attendant
13. Hardware stores
14. Home furnishings
15. Jewelry and silverware
16. Laundry and dry cleaning
17. Lumber and building materials
18. Mail order
19. Radio, television, and music
20. Salesperson: shoes
21. Salesperson: men's wear
22. Salesperson: women's wear
23. Soft goods: notions, patterns, yard goods
24. Sporting goods
25. Variety store
26. Window display

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 1

AUTO PARTS AND ACCESSORIES

Supervisor's Name________________ Name of Student__________________

Employer's Address______________ Address of Student_______________

Business Telephone______________ Telephone Number________________

The auto parts and accessory business has grown rapidly along with the auto industry. Boys who have worked on their own cars and have had experience in repairing and servicing cars often find career opportunities in the field of auto parts and accessories. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and in the classroom. Training the student in the different aspects of store operation benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and	Experience
1. Keeping stock	In class	On-the-job
Receiving, checking, and storing parts		
Arranging merchandise according to catalog number		
Assembling "knocked-down merchandise"		
Learning stock control procedures		
Helping keep inventory records		
Knowing how to order parts		
2. Learning product information		
Studying auto parts catalogs		
Reading the literature from manufacturers		
Securing information from advertisements		
3. Selling and giving service		
Filling customers' orders		
Giving product information		

	Training and Experience	
	In class	On-the-job
Selling related or substitute items		
Accepting carburetors and other parts for rebuilding		
Filling and installing batteries		
Making pickups and deliveries		

4. Advertising and Displaying

Learning the best media		
Getting ideas from trade publications		
Cutting ads from local papers to study copy, selling appeals, and layout		
Helping to prepare advertisements		
Making a study of display techniques		
Setting up interior display techniques		
Helping to trim store windows		

5. Learning Specific Job Techniques

Making keys		
Mixing and matching colors for car paints		

6. Completing Special Projects

Reading in trade magazines, manufacturers publications, and auto parts and accessory catalogs.
Preparing a job notebook
Developing a merchandise manual on some product or service
References: Principles of Merchandise Display, Receiving, Checking, Marking
Distributive Education Department
Division of Extension, The University of Texas
Austin 12, Texas

Signatures:

Employer____________________________

Parent____________________________

Teacher-coordinator__________________

School__________________________________

(Copies to employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 2

BANKS, SAVINGS AND LOAN, FINANCE, AND INSURANCE

Supervisor's Name________________ Name of Student________________

Employer's Name________________ Address of Student________________

Business Telephone________________ Telephone Number________________

Service organizations offer the student trainee many career opportunities. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific training program for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and in the classroom. Training the student in the different operations of the business benefits the employer by making the student trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and Experience	
1. Improving personal appearance	In class	On-the-job
Caring for nails, hair, face, and teeth		
Avoiding extremes in make-up, manicure, hair style		
Controlling weight through proper diet and exercise		
Improving posture by walking and sitting straight		
Learning to use deodorants properly		
Taking proper care of clothes, shoes, and accessories		
Selecting the proper clothes for business		
2. Developing a good speaking voice		
Learning the technique of speaking distinctly and clearly		
Practicing telephone etiquette		
Speaking before the class and other groups		

	Training and Experience	
3. Selling service	In class	On the job
Securing knowledge of your service		
Developing a selling personality		
Practicing techniques of selling service		
Answering inquiries by telephone		
4. Acquiring special skills and understandings		
Making a study of the services offered by:		
Banks		
Savings and loan associations		
Finance companies		
Insurance companies		
Learning the procedures and vouchers of:		
Banks		
Savings and loan associations		
Finance companies		
Insurance companies		
Acquiring a knowledge of the vocabulary of:		
Banks		
Savings and loan associations		
Finance companies		
Insurance companies		
Becoming proficient in the arithmetic of:		
Banks		
Savings and loan associations		
Finance companies		
Insurance companies		

5. Completing individual projects

Reading trade magazines, journals, newspapers, and house organs
Preparing a job notebook based on activities of the training station
Developing a research project on some service

Signatures:

Employer________________________ Parent____________

Teacher-coordinator________________ School____________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 3

BEAUTY AIDS: SALES AND SERVICE

Supervisor's Name________________ Name of Student___________________

Employer's Name__________________ Address of Student________________

Business Telephone_______________ Telephone Number__________________

Both the beauty culture service and the selling of cosmetics have offered the student trainee many career opportunities. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and in the classroom. Training the student in the different aspects in beauty culture service and in the selling of cosmetics benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping her toward her career objectives.

Suggested areas of training and experience follow:

	Training and	Experience
1. Defining cosmetics	In class	On the job
Becoming acquainted with the Federal Trade Commission definition	________	________
Understanding the Federal Food, Drug, and Cosmetic Act	________	________
Learning how the provisions of the act benefit buyer and seller	________	________
2. Securing information on manufacture and preparation of:		
Soaps	________	________
Creams	________	________
Shampoos	________	________
Bath salts and water softeners	________	________
Dentifrices	________	________
Deodorants, antiperspirants, and depilatories	________	________
Lotions	________	________
Powder or make-up bases	________	________
Rouge	________	________
Lipstick	________	________
Hair dyes	________	________
Hair lotions	________	________

	Training and Experience	
	In class	On-the-job
Hair restorers		
Home wave kits		
Eye makeup		
Nail preparations		
Polish remover		
Cuticle remover		
Nail whitener		
Cosmetics for the legs		
Perfune, toilet water, colognes		
3. Selling cosmetics		
Practising the rules of good salesmanship		
Developing a good sales personality		
Learning to demonstrate products being sold		
Advising customers on the correct application of cosmetics		
4. Making a study of the skin		
Studying a cross section of the skin		
Knowing what is best for dry, normal, or oily skin		
Learning what cosmetics can do for the skin		
Securing data on allergies		
5. Learning the skills used by a beauty parlor operator		
Washing the hair		
Learning different hair styles		
Studying methods of tinting and dyeing		
Observing techniques in giving permanents		
Observing techniques in setting hair		
6. Keeping stock		
Placing incoming merchandise in the stockroom or on display		
Keeping the store and stockroom clean and in order		
Helping keep stock control records		
Assisting with the ordering		

7. Completing individual projects

Writing letters to secure product information
Reading trade magazines, newspapers, and manufacturers' publications
Preparing a job manual summarizing all of the work done on the job and in the classroom
Doing a research project on some product or service
Studying text: Chapter 21, "Cosmetics" Know Your Merchandise. Revised second edition, Wingate, Isabel B., Gillespie, Karen R., and Addison, Betty G., New York: McGraw-Hill Book Co., Inc., 1959.

Signatures:

Employer______________________________Parent_________________________

Teacher-coordinator____________________School_________________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 4

CAMERA STORE

Supervisor's Name________________ Name of Student__________________

Employer's Name___________________ Address of Student______________

Business Telephone________________ Telephone Number________________

The photographic business offers the student trainee many career opportunities. This step-by-step training plan lists the various areas of experience as a guide for setting up a special program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and in the classroom. Training the student in the different aspects of the store operation benefits the employer by making the student trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and	Experience
1. Keeping stock	In class	On the job
Receiving and checking incoming merchandise		
Checking perishables or dated photographic material		
Learning inventory procedures to keep stock up to date		
Keeping stock control records		
Recording standard items		
2. Securing product information		
Learning the different types of films and papers		
Becoming familiar with sensitized materials		
Securing selling facts about cameras, projectors, and screens		
Learning the basic developing procedures		
Reading the trade catalogs to learn about light meters, flash guns, supplementary lenses, filters, and timers		

	Training and Experience	
3. **Giving service**	In class	On the job
Writing up legibly and accurately orders for film to be processed	________	________
Answering questions regarding enlarging, retouching, copying, and duplicating	________	________
Showing customers how to load and set their cameras	________	________
Explaining the use of different types of filters	________	________
4. **Selling and demonstrating**		
Developing a sales personality	________	________
Showing how to thread and run different types of cameras and projectors	________	________
Pointing out the merits of different types of equipment and film	________	________
5. **Learning other skills**		
Setting up displays	________	________
Wrapping gifts	________	________
Acquiring information on postal rates, methods of shipping, and insurance	________	________
Writing letters for product information	________	________

6. **Completing individual projects**

Reading trade magazines and manufacturers' publications

Preparing a job notebook summarizing learning on the job and in the classroom

Developing a merchandise manual on some product or service

Suggested magazines:

U. S. Camera
Popular Photography
Photo Technik
Photo Dealer
Photo Developments

Writing letters for free or inexpensive materials on photography:

Ansco - Ozalid Division of General Aniline Film Corp.
Bell & Howell Company
Eastman Kodak Company
Keystone Camera Company, Inc.
Revere Camera Company, Division of Minnesota Mining and Manufacturing Company

Signatures:

Employer____________________

Parent____________________

Teacher-coordinator____________________

School____________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 5

CHECKER-CASHIER

Supervisor's Name________________ Name of Student____________________

Employer's Address________________ Address of Student________________

Business Telephone________________ Telephone Number_________________

The checker-cashier is an important person in any retail or wholesale business. With the advent of the discount house this position has become even more important because the cashier must be able to answer many questions about the merchandise as well as the store. This step-by-step training plan lists the various areas of experience as a guide to setting up a special program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and in the classroom. Training the student in the different aspects of store operation benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping her toward her career objectives.

Suggested areas of training and experience follow:

	Training and	Experience
1. **Observing store policies**	In class	On the job
Learning the rules, regulations, and policies regarding:		
Employee's discounts and purchases	________	________
Dress regulations	________	________
Time schedules	________	________
Union regulations	________	________
Personal grievances	________	________
2. **Operating the cash register**		
Unlocking register	________	________
Checking your bank	________	________
Clearing the register	________	________
Depressing your identification key	________	________
Depressing "department" key(s)	________	________
Registering the correct product prices	________	________
Pressing motor bar after each operation	________	________
Depressing "total" key	________	________
Depressing the "amount tendered" key	________	________
Counting out the change	________	________
Giving the customer the receipt	________	________

	Training and Experience	
	In class	On the job
3. **Practicing checking out merchandise**		
Practicing with dummy merchandise		
Practicing with real merchandise		
Learning to figure sales and excise taxes		
Handling refunds such as:		
Bottle deposits		
Coupons		
Discounts		
Voids		
Allowances		
Returns		
Over-rings		
4. **Making change**		
Repeating the amount received		
Laying the bill on the change plate		
Counting out the change starting with the amount of the sale		
Giving receipt and thanking the customer		
Learning procedure when customer claims she gave you a larger denomination than you gave her change for		
Knowing how to handle suspected shoplifters		
Knowing what to do in case of robbery or holdup		
5. **Stockkeeping duties**		
Learning to put up stock		
Keeping stock in order		
Rotating stock		
Pricing and making price changes		
Facing stock to give appearance full bin		
Helping with inventory controls		
6. **Learning duties of head cashier**		
Cashing checks for customers		
Making periodic checks on individual banks to see that correct amount is maintained		
Reading the registers		
Putting new tapes in the registers		
Checking the tape with the amount in the cash drawer when customer claims she received wrong change		

	Training and Experience	
	In class	On the job
Making a summary of departmental receipts		
Learning to make up the payroll		
Helping to train new checkers		

7. Completing special projects

Reading trade journals, house organs, and government publications

Securing pamphlets from National Cash Register Company: "Instructions To Checker-Cashiers" and others

Preparing a job notebook summarizing what was learned on the job and in the classroom

Developing a merchandise manual on some product or service

Signatures:

Employer______________________________ Parent____________________

Teacher-coordinator____________________ School____________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 6

CHINAWARE AND GLASSWARE

Supervisor's Name________________ Name of Student________________

Employer's Address________________ Address of Student________________

Business Telephone________________ Telephone Number________________

The chinaware and glassware departments are important merchandising sections in any department store and furnish the Distributive Education student with a good opportunity to find a career in these areas. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different aspects of store operation benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and Experience	
1. Securing information on chinaware	In class	On the job
Learning the terminology		
Noticing the difference between chinaware and earthenware		
Understanding the composition of pottery and semivitreous ware		
Making dishes		
Decorating and applying the shiny finish to dishes		
Grading ceramic products		
Learning the different place settings		
Knowing the types and classifications of dishes		
Preventing breakage by proper care and handling		
Preparing chinaware for shipping		
2. Securing information on glassware		
Learning the terminology		

	Training and	Experience
	In class	On the job
Knowing the basic ingredients from which glassware is made	________	________
Studying the properties of the different types of glassware	________	________
Understanding the steps in glass making	________	________
Making glassware durable by the process of annealing	________	________
Decorating glassware by cutting, polishing, engraving, etching, or sandblasting	________	________
Applying color	________	________
Examining glass for imperfections	________	________
Matching glassware with silverware and chinaware	________	________
Knowing the meaning of open stock	________	________
Grouping glassware in sets for special occasions	________	________

3. Keeping stock

Knowing the location of specific items in the stockroom	________	________
Handling stock so as to prevent breakage	________	________
Helping take inventory	________	________
Learning stock control methods	________	________

4. Selling

Learning practical salesmanship	________	________
Studying special techniques in selling chinaware and glassware	________	________
Using the correct terminology	________	________
Developing a sales personality	________	________
Answering questions and giving advice	________	________
Explaining how to care for fine china or glassware	________	________
Putting on sales demonstrations	________	________
Taking orders by phone	________	________

5. Learning other skills and knowledge

____________________________	________	________
____________________________	________	________
____________________________	________	________

6. Completing special projects

Reading trade magazines, consumer reports, newspapers, and advertisers' literature

Writing to trade associations and manufacturers for product information

Reading and outlining:
Chapter 24, "From Clay to Chinaware"
Chapter 25, "The Glassware Department"
Know Your Merchandise Revised second edition
Wingate, Isabel B., Gillespie, Karen R., and Addison, Betty G.
New York: McGraw-Hill Book Co., Inc., 1959

Completing a job manual containing a summary of all of the above activities

Preparing a merchandise manual on some product or service

Signatures:

Employer____________________________

Parent____________________________

Teacher-coordinator__________________

School____________________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 7

CREDIT DEPARTMENT

Supervisor's Name________________ Name of Student__________________

Employer's Name__________________ Address of Student______________

Business Telephone_______________ Telephone Number_______________

The credit department offers the student trainee many career opportunities. This step-by-step training plan lists the various areas of experience as a guide for setting up a special program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and in the classroom. Training the student in the different aspects of store credit benefits the employer by making the student trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and	Experience
1. Learning credit	In class	On the job
Studying general types of credit	________	________
Learning legal regulations	________	________
Knowing credit bureau functions	________	________
Understanding credit limitations	________	________
Learning collection methods	________	________
Becoming acquainted with forms	________	________
Reading literature on credit	________	________
2. Servicing new accounts		
Checking applications	________	________
Verifying information	________	________
Using credit bureau information	________	________
Using cross directories	________	________
Checking job and personal references	________	________

	Training and Experience	
3. **Evaluating new applicants**	In class	On the job
Learning criteria for evaluation		
Establishing credit limits		
Determining payments		
4. **Servicing old accounts**		
Recording cash payments		
Handling payments made by mail		
Checking charge sales slips		
Checking installment sales contracts		
Issuing duplicate books		
Knowing basis for granting additional credit		
5. **Handling customer service**		
Developing a proper telephone voice		
Giving credit information		
Answering customer complaints		
Making collection calls		
Sending out collection form letters		
Answering questions		
Handling refunds		
6. **Securing information**		
Writing letters for free information		
Acquiring a knowledge of credit terminology:		

Statute of Limitations
three C's of credit
descriptive billing
skeleton billing
wage assignments
garnisheeing
credit card
bad debt
delinquent accounts

pooling of debts
cycle billing
carrying charge
revolving credit
letter of credit
coupon book
scrip
installment sales
country club billing

7. **Completing special projects**

Doing research reading on credit published by credit bureaus, finance companies, Dunn and Bradstreet, The National Cash Register Company, The University of Texas, and national, state, and local governments

Preparing a job notebook summarizing what was learned on the job and in the classroom

Developing a credit manual on some phase of credit

Suggested references of credit associations and periodical credit publications:

National Retail Credit Association
L. S. Crowder, General Manager-Treasurer.
375 Jackson Avenue,
St. Louis 5, Missouri
Credit managers of all types of businesses extending credit at retail; credit bureau managers.

National Association of Credit Management,
(formerly National Association of Credit Management,
229 4th Avenue,
New York 3, New York
Businesses dealing in commercial credit - manufacturers, wholesalers, banks, insurance companies, and utilities (NACM also conducts National Institute of Credit and Credit Research Foundation.)

Associated Credit Bureaus of America
7000 Chippewa Street,
St. Louis 19, Missouri
Local retail credit bureaus

National Foundation for Consumer Credit
1627 K Street, N. W.,
Washington 6, D. C.
Activities embracing a continuing study of all phases of consumer credit and an educational program on use of credit

National Consumer Finance Association
815 15th Street, N. W.
Washington 5, D. C.
Small loan companies lending money to individuals

Credit Management Division of The National Retail Merchants Association,
100 West 31st Street
New York 1, New York
Activities devoted to study and analysis of credit policies and procedures of department and specialty stores

Credit World,
Published by National Retail Credit Association
375 Jackson Avenue
St. Louis 5, Missouri

Credit and Financial Management,
Published by National Association of Credit Management
229 4th Avenue
New York 3, New York

Credit Currents,
Published by Credit Management Division
National Retail Merchants Association
100 West 31st Street
New York 1, New York

Signatures:

Employer____________________

Parent____________________

Teacher-coordinator____________________

School____________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 8

DRUG STORES

Supervisor's Name________________ Name of Student________________

Employer's Address________________ Address of Student________________

Business Telephone________________ Telephone Number________________

The drug industry offers the student trainee many career opportunities. The training plan lists the various areas of experience as a guide for setting up a specific program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and for the classroom. Training the student in the different aspects of store operation benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and	Experience
1. Keeping stock	In class	On the job
Learning the different sections and the merchandise carried in each	________	________
Marking merchandise and placing on proper shelves	________	________
Keeping merchandise clean and well dusted	________	________
Helping take inventory	________	________
Working on inventory control records	________	________
Checking labels to see that merchandise is correctly priced	________	________
Guarding against shop lifting (surveillance)	________	________
Observing safety regulations	________	________
2. Selling		
Developing a selling personality	________	________
Learning selling techniques peculiar to self-service	________	________
Answering questions and giving product information	________	________
Helping customers secure carts or baskets	________	________
Making sales demonstrations	________	________

	Training and Experience	
	In class	On the job
3. **Increasing sales**		
Suggesting:		
timely specials		
larger quantities		
alternate items		
new items		
combination offers		
gift items		
seasonal items		
higher priced items		
4. **Displaying products**		
Learning the fundamentals of display		
Helping set up interior displays		
Correlating items displayed with items advertised		
5. **Developing cashier procedures**		
Learning the fundamentals of making change		
Operating the cash register		
Making adjustments and refunds		
6. **Learning fountain service techniques**		
Keeping the soda fountain, tables, and counters clean		
Using selling sentences and acceptable conversation with customers		
Using ice cream dippers correctly		
Making carbonated drinks, freezes, ades, and floats		
Making sundaes, banana splits, and milk shakes		
Selecting and proper holding of serviceware		
Learning sales check procedures		
Writing menus		
Preparing holiday specials		
Helping with bookkeeping records		
7. **Securing merchandise information**		
Learning the principle features, benefits, uses, manufacturers' names, and prices of:		
baby products		

	Training and Experience	
	In class	On the job
candy		
cosmetics		
hosiery		
hospital room supplies		
photographic supplies		
stationery		
surgical supplies		
toys		
vitamins		

8. **Learning specific procedures**

9. **Completing special projects**

Reading medical magazines, journals, manufacturers' publications, and house organs

Preparing a job manual based on activities at the training station

Developing a merchandise manual on some product or service

Making a detailed study of the Drug Manual published by the Distributive Education Department of the University of Texas, Austin, Texas

Signatures:

Employer____________________________

Parent______________________________

Teacher-coordinator_________________

School______________________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 9

FLOOR AND WALL COVERINGS

Supervisor's Name________________ Name of Student____________

Employer's Address________________ Address of Student__________

Business Telephone________________ Telephone Number______________

The floor and wall coverings department offers a career opportunity for a boy who is quick in figuring, accurate in measuring, and mature in his judgments. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and in the classroom. Training the student in the different aspects of this work benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and Experience	
1. Getting acquainted with stock	In class	On the job
Learning facts about the following floor coverings:		
tile (rubber, vinyl, asbestos)		
linoleum (vinyl, inlaid, felt base)		
rugs and carpets (wool, nylon)		
Knowing where and how the above coverings are used or installed		
Using the correct adhesive for the material and job		
Figuring the amount of material needed for specific jobs according to area to be covered		
Learning facts about the following wall coverings:		
ceramic tile		
plastic tile		
congoleum		
metal (aluminum-copper)		

2. **Learning facts about textiles**	Training and Experience In class	 On the job
Studying the properties of:		
wool		
nylon (continuous filament)		
nylon (501 DuPont)		
cotton		
Learning about the different weaves		
Securing information on finishing processes		
3. **Keeping stock** (in warehouse or stock room)		
Learning the code of (RAMAC) numbers		
Reading and filling orders		
Measuring and cutting carpets either in store or warehouse		
Rolling carpets or linoleum on spindels		
Taking inventory		
Keeping stock control records		
4. **Selling and merchandising**		
Learning the fundamentals of selling		
Developing a sales personality		
Reading customer's floor and wall plans (sketches)		
Advising customers as to best covering and amount needed		
Instructing the customer on "do-it-yourself" techniques		
Learning methods of closing the sale		
Writing the code numbers and job description and correctly recording the order on the cash register		
Checking out the register each night with cashier		
Helping the customer select carpet backing (sponge, jute, "double back")		
Handling over-the-counter sales such as throw rugs, plastic runners, and special decorative items		
5. **Learning other particulars**		
Becoming acquainted with delivery schedules for different materials according to warehouse stock or special order		

	Training and Experience In class	 On the job
Handling complaints by phone or in person (late or incorrect deliveries)	__________	__________

6. Completing special projects

Reading in trade journals, magazines, newspapers, and company publications

Making a thorough study of the manual Floor Coverings by the Distributive Education Department, Division of Extension, The University of Texas, Austin, Texas

Studying and outlining the following chapters from
Know Your Merchandise Revised second edition
Wingate, Isabel B., Gillespie, Karen R., and Addison, Betty G.
New York: McGraw-Hill Book Co., Inc., 1959
Chapter 4 "How Cloth is Made: Weaving"
Chapter 6 "Facts about Finishes"
Chapter 7 "Coloring of Cloth: Dyeing and Printing"
Chapter 9 "Furnishing the Home with Cottons"
Chapter 12 "Rayon in Use"
Chapter 15 "Furnishing the Home with Wool"

Completing a job manual containing a compilation of all of the above activities

Preparing a merchandise manual on some product or service

Signatures:

Employer______________________________

Parent______________________________

Teacher-coordinator__________

School______________________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 10

FOOD SERVICE: WAITRESS-BUS BOY

Supervisor's Name________________ Name of Student________________

Employer's Address________________ Address of Student________________

Business Telephone________________ Telephone Number________________

The food service industry offers the student trainee many career opportunities. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different aspects of food service work benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and Experience	
1. Learning about the restaurant business	In class	On the job
Securing facts on the importance of the food service industry	________	________
Learning how restaurants affect the nation's health	________	________
Gathering data on industries that benefit by restaurant purchases	________	________
Classifying the different types of service restaurants	________	________
Making a survey of the restaurants in the neighborhood	________	________
2. Qualifying for a career as a restaurant salesperson		
Meeting the physical and personal requirements:	________	________
Appearing well in uniform	________	________
Learning to improve personal appearance through:		
Caring for nails, hair, face and teeth	________	________

	Training and Experience	
	In class	On the job
Avoiding extremes in make-up and hair styles		
Controlling weight through proper diet		
Using deodorants properly		
Taking care of shoes, clothes, and accessories		
Maintaining good posture		
Meeting the educational requirements:		
Learning to speak distinctly and clearly		
Developing a legible handwriting		
Figuring sales slips quickly and accurately		
Meeting the restaurant manager's requirements:		
Displaying initiative		
Showing interest		
Being obedient		
Following directions		
Recognizing the importance of honesty		
Accepting responsibility		
Getting along with the customers		
Co-operating with the other employees		
Conserving supplies and preventing waste		
Handling equipment carefully		
Satisfying the customer's requirements:		
Remembering names and faces		
Showing a genuine interest in the customer's likes		
Giving prompt attention		
3. Developing good work habits		
Planning the work to be done		
Saving time and steps by proper routing		
Avoiding useless and ineffective motions		
Considering proper timing		
Maintaining standards for cleanliness		

4. **Selling food and service**	Training and In class	Experience On the job
Developing a selling personality		
Learning the techniques of selling		
Suggesting additional items or substitute items		
Explaining the menu to the customer		
Using attractive selling phrases		
Building good will by prompt, courteous service		
Selling good health, uniform good quality, attractive surroundings, and comfort		

5. **Advertising and displaying**		
Learning the vocabulary, French, or Italian terms		
Studying effective appeals		
Preparing advertisements for local papers		
Knowing the advertising mediums used by restaurants		
Helping to arrange food displays		
Observing the rules for good counter displays		

6. **Learning other procedures**		
Setting the table		
Removing dishes		
Using the dish washing facilities		
Obeying safety regulations		
Tipping		

7. **Completing individual projects**

Reading restaurant trade magazines, government publications, and Restaurant Association publications

Preparing a job manual based on activities at the training station

Develop career manuals

Signatures:

Employer______________________Parent____________________

Teacher-coordinator____________School____________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 11

FOOD STORES

Supervisor's Name________________ Name of Student________________

Employer's Name________________ Address of Student________________

Business Telephone________________ Telephone Number________________

The food industry offers the student trainee many career opportunities. The step-by-step training plan for this activity lists the various areas of experience as a guide for setting up a specific program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and for the classroom. Training the student in the different aspects of store operation benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and	Experience
1. Merchandising groceries	In class	On the job
Learning product information	______	______
Receiving merchandise	______	______
Pricing merchandise	______	______
Stocking shelves	______	______
Making price changes	______	______
Pulling backroom stock	______	______
Planning displays	______	______
Processing damaged merchandise	______	______
Learning code dates	______	______
Using advertising material	______	______
Handling bottle returns	______	______
Learning maintenance and housekeeping	______	______
Handling salvage	______	______
Ordering merchandise	______	______
Using inventory control	______	______
Managing shelf space	______	______
Giving good customer service	______	______

	Training and Experience	
2. Merchandising produce	In class	On the job
Learning product information		
Receiving produce		
Storing produce		
Ordering produce		
Pricing produce		
Preparing produce for sale		
Planning displays		
Building displays		
Maintaining freshness control		
Controlling shrinkage		
Understanding seasonal influences		
Setting up and pulling racks		
3. Merchandising frozen foods		
Learning product information		
Ordering merchandise		
Pricing merchandise		
Planning displays		
Stocking products in cabinets		
Rotating products		
Controlling space allocation		
Taking inventory		
4. Merchandising dairy products		
Learning product information		
Receiving merchandise		
Storing merchandise		
Pricing merchandise		
Rotating merchandise for freshness		
Planning and building displays		
Taking inventory		
Using inventory control		
Controlling space allocation		
5. Learning "check out" activities		
Bagging groceries		
Learning customer service		
Operating cash register		
Making change		
Protecting cash		

	Training and Experience	
	In class	On the job
Making tally-sheet corrections, refunds, "over-rings"		
Handling coupons		
Reading tapes and changing tapes		
Securing departmental totals		
Controlling and collecting carts		
Preparing cash for banking		

6. **Learning specific techniques not listed above**

7. **Completing special projects**

Reading trade journals, magazines, newspapers, and house organs published by the food industry

Making a thorough study of the Food Training Kit published by the University of Texas, Austin, Texas

Prepering a job manual summarizing learning experiences on-the-job and in the classroom

Developing a merchandise manual on some product or service

Signatures:

Employer

Parent

Teacher-coordinator

School

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 12

GAS STATION ATTENDANT

Supervisor's Name__________________ Name of Student__________________

Employer's Address__________________ Address of Student__________________

Business Telephone__________________ Telephone Number__________________

The petroleum industry offers the student trainee many career opportunities. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and in the classroom. Training the student in the different aspects of store operation benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and	Experience
1. Analyzing the modern service station	In class	On the job
Discovering the career opportunities	________	________
Securing data on the history and development of the modern service station	________	________
Analyzing the duties and the responsibilities of a service station attendant	________	________
Learning to operate the different types of service stations	________	________
Analyzing the activities of the service station dealer	________	________
Understanding the basic parts of an automobile	________	________
Learning about the services offered by a modern service station	________	________
Looking at the future of the service station business	________	________
2. Learning housekeeping and maintenance		
Understanding what a well-kept service station will do	________	________
Cleaning and maintaining the outside of the station	________	________

	Training and	Experience
	In class	On the job
Maintaining the island pumps and driveways		
Removing crankcase drainings and other refuse		
Maintaining exterior lighting and landscaping		
Cleaning and maintaining the inside of the station		
Building customer goodwill by keeping rest rooms clean		
Organizing and arranging the stockroom		
Recognizing the right and wrong of service station housekeeping		
Making safety a habit through appearance and maintenance		
Maintaining equipment by proper handling and care		
3. Rendering the services offered		
Selecting and using service tools and equipment		
Understanding the modern automobile engine		
Servicing the cooling system		
Replacing the radiator hose and fittings		
Replacing the fan belt		
Operating the hydraulic lift		
Performing high-pressure gun chassis lubrication		
Changing the crankcase oil		
Draining the transmission and differential		
Lubricating covered springs		
Inspecting and filling master brake cylinder		
Lubricating under-hood parts		
Giving a complete lubrication		
Replacing oil filters		
Testing batteries		
Removing, charging, and installing batteries		
Testing, cleaning, and re-gapping spark plugs		

	Training and Experience	
	In class	On the job
Installing windshield wipers		
Dismounting and mounting tires		
Repairing tires and tubes		
Balancing wheels and switching tires		
Starting stalled cars		
Washing and polishing cars		
4. Securing product information		
Understanding how gasoline is refined		
Learning the important qualities of good gasoline		
Learning about oil		
Understanding tire and tube constriction		
Knowing the important functions controlled by the fan belt		
Examining the different types of batteries and their construction		
Securing facts about oil filters		
Learning the essential features of spark plugs		
Diagnosing difficulties in lights and replacing bulbs		
Studying the literature on anti-freeze to secure selling tips		
5. Advertising and displaying		
Utilizing trade magazines		
Setting up displays of seasonal merchandise		
Planning and co-ordinating advertisements for local papers		
6. Selling		
Developing good personal qualities		
Treating the customer as a guest		
Advising customers how to reduce service costs through proper driving habits		
Learning to discover needs for products and services		

	Training and	Experience
	In class	On the job
Giving proper driveway service		
Giving good windshield service		
Increasing sales of gasoline and oil through careful, efficient service and through suggestion selling		
Developing techniques for selling radiator service		
Building confidence in your lubrication service by informing customer as to the completeness of your work		
Cleaning and testing batteries as an opportunity to sell replacements		
Selling improved gas mileage by replacing spark plugs		
Checking tires, including spare, for safety, as a means of selling new tires		
Avoiding costly repairs for your customer by inspecting under the hood and selling needed items		
Handling cash or credit cards quickly and accurately to build confidence and repeat sales		

7. Controlling inventory

Maintaining stock control records		
Ordering supplies and parts		
Receiving supplies and parts		
Marking, pricing, and coding incoming merchandise		
Measuring the gasoline in the storage tanks		

8. Learning specific techniques not listed above

Knowing items taxed by city inspectors		
Writing letters for product information		
Understanding union regulations		

9. Completing individual projects

Reading trade journals, magazines, newspapers, and house organs published by oil companies

Making a complete study of Texas Kit furnished by Chicago Gasoline Marketers Association

Preparing a job manual containing a compilation of all of the above activities

Developing a merchandise manual on some product or service

Signatures:

Employer______________________________

Parent________________________________

Teacher-coordinator____________________

School________________________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 13

HARDWARE STORES

Supervisor's Name________________ Name of Student__________________

Employer's Name__________________ Address of Student________________

Business Telephone_______________ Telephone Number_________________

The hardware industry offers the student trainee many career opportunities. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different aspects of store operation benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and	Experience
1. Keeping stock	In class	On the job
Receiving and checking incoming merchandise	________	________
Recording receipts on inventory control cards	________	________
Assembling "knocked down" merchandise	________	________
Pricing and labeling stock	________	________
Repairing broken items	________	________
Keeping stockroom in order	________	________
2. Buying		
Learning how to handle back orders	________	________
Keeping records of "want slips" and out-of-stock items	________	________
Using stock control cards for placing orders	________	________
Studying budget allotments	________	________
Learning key buying resources	________	________
Becoming familiar with brand names	________	________
3. Selling		
Acquiring product information	________	________

	Training and Experience	
	In class	On the job
Developing a selling personality		
Learning selling techniques		
Taking orders by telephone		
4. Advertising and displaying		
Cutting advertisements for job notebook		
Becoming familiar with advertising media		
Helping to prepare advertisements for local papers		
Setting up interior displays		
Assisting in the trimming of store windows		
5. Controlling inventory		
Taking periodic inventory		
Keeping inventory control sheets		
Learning to figure stock turnover		
6. Acquiring special skills		
Driving delivery truck		
Cutting glass		
Repairing broken windows		
Repairing screens		
Making duplicate keys		
Joining and cutting pipe		

7. Completing individual projects

Reading trade journals, magazines, newspapers, and house organs

Preparing a job manual based on activities of the training station

Preparing a merchandise manual on some product or service

Signatures:

Employer______________________________ Parent___________________________

Teacher-coordinator________________ School___________________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 14

HOME FURNISHINGS

Supervisor's Name________________ Name of Student________________

Employer's Name________________ Address of Student________________

Business Telephone________________ Telephone Number________________

The home furnishings industry offers the student trainee many career opportunities. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different aspects of furniture store operations benefits the employer by making the student trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and In class	Experience On the job
1. Studying the history and construction of furniture		
Learning the great cabinet makers and the styles they developed	________	________
Identifying the different periods in furniture history	________	________
Making a study of the different kinds of wood, leather, and textile materials used in home furnishings	________	________
Reading about antiques and the restoration programs	________	________
Securing facts on the construction of furniture	________	________
Finding out how furniture is finished and repaired	________	________
2. Learning the stock		
Locating the furniture on the floor and in the stockroom	________	________
Helping to place furniture, drapes, and accessories in the proper settings	________	________
Learning the names of the manufacturers and their locations	________	________

	Training and	Experience
	In class	On the job
Making floor arrangements		
Reading the price tickets and understanding the codes		
3. Assisting in the buyer's office		
Answering calls from customers and salespeople		
Giving stock information		
Preparing tags and sales slips		
Entering stock cards		
Checking in incoming merchandise		
Keeping inventory records		
Pulling cards to fill sales orders		
4. Securing facts about color and color schemes		
Understanding the vocabulary of color		
Learning the effects of certain color and color schemes		
Building color schemes		
Studying the rules for using color		
5. Selling home furnishings		
Learning the vocabulary		
Securing and using product information		
Developing selling techniques		
Reading price lists and making cross references from catalogs		
Giving sales demonstrations		
6. Learning other techniques		
Attending furniture shows		
Making tours of furniture, bedding, and drapery manufacturers		
Learning to read blueprints		
Planning room layouts to scale using graph papers		

7. Completing individual projects

Reading furniture trade journals,
house organs, and manufacturers' publications
(Seng Furniture Sales Handbook)

Making a detailed study of Home Furnishings
Sales Training Kit published by the
University of Texas, Austin, Texas

Outline chapters on lumber, textiles, and furniture from
Know Your Merchandise Revised second edition
Wingate, Isabel B., Gillespie, Karen R., and Addison, Betty G.
New York: McGraw-Hill Book Co., Inc., 1959

Preparing a job notebook based on a compilation of the
above activities

Preparing a merchandise manual on some product or service

Signatures:

Employer________________________

Parent__________________________

Teacher-coordinator_______________

School__________________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 15

JEWELRY AND SILVERWARE

Supervisor's Name________________ Name of Student__________________

Employer's Address________________ Address of Student________________

Business Telephone________________ Telephone Number__________________

The jewelry department offers the Distributive Education student an opportunity to prepare for a career in this important phase of fashionable merchandise. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and in the classroom. Training the student in the different aspects of the jewelry department benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and	Experience
1. Securing product information	In class	On the job
Learning the metals used		
Understanding gold plating methods		
Studying the properties of silver		
Shaping and decorating metal jewelry		
Preparing jewelry for settings		
Securing facts about stones used in jewelry		
Cutting and polishing precious fine stones		
Judging the sizes of stones		
Learning the popular names		
Becoming familiar with popular style trends and types of jewelry		
Knowing how to care for fine jewelry and silverware		
Learning how costume jewelry is made		
Studying the construction of watches		
Securing facts about silverware		
Learning how holloware is made		
Learning how flatware is made		

	Training and	Experience
	In class	On the job
Knowing the names and uses of various pieces of flatware		
2. **Keeping stock**		
Arranging and keeping stock in order		
Cleaning and polishing stock		
Helping take periodic inventories		
Learning stock control methods		
3. **Selling and merchandising**		
Learning the fundamentals of salesmanship		
Developing a sales personality		
Learning distinguishing characteristics and selling sentences for each of the products sold		
Preparing sales demonstrations		
Knowing what items have excise taxes and what items have only sales taxes		
4. **Advertising and displaying**		
Learning the parts of an advertisement		
Cutting out jewelry and silverware advertisements and studying the copy		
Practicing writing copy for main products being sold or promoted		
Studying the fundamentals of display		
Setting up simple displays		
5. **Learning other merchandising techniques**		
Answering the telephone		
Making simple repairs		
Fitting watch bracelets		
________________________		
________________________		

6. Completing individual projects

Reading trade journals, magazines, newspapers, and house organs

Making a thorough study of chapters 20 and 26, Know Your Merchandise Revised second edition
Wingate, Isabel B., Gillespie, Karen R., and Addison, Betty G.
New York: McGraw-Hill Book Co., Inc., 1959

Writing letters to secure product information

Preparing a job manual containing a summary of all of the above activities

Developing a merchandise manual on some product or service

Signatures:

Employer______________________________

Parent________________________________

Teacher-coordinator___________________

School________________________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 16

LAUNDRY AND DRY CLEANING

Supervisor's Name____________________ Name of Student________________

Employer's Address__________________ Address of Student_____________

Business Telephone__________________ Telephone Number______________

The laundry and dry cleaning business offers career opportunities for young men who wish to own or operate a dry cleaning establishment. Young women can learn valuable information about textiles in addition to securing training in handling customers, keeping accurate records, and handling the cash register. The step-by-step training plan lists the various areas of experience as a guide for the Distributive Education student. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different aspects of this area benefits the employer by making the student trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and Experience	
	In class	On the job
1. Learning about services offered		
Cleaning and pressing		
Washing and finishing men's shirts		
Blocking men's hats		
Tailoring		
Dyeing		
Cleaning and installing draperies		
Cleaning and removing spots		
2. Securing information on textiles		
Learning how to identify the fibers		
Knowing how yarn is made		
Studying different weaves		
Making the cloth		
Coloring, dyeing, printing		
Treating fabrics		
Securing facts about:		
Cotton		
Wool		
Silk		
Linen		
Synthetic fibers		

	Training and	Experience
	In class	On the job
3. **Observing the operation of a dry cleaning plant with retail outlets**		
Keeping production schedules		
Checking on quality control		
Promoting and selling the services offered		
Understanding office procedures		
Practicing safety measures		
Developing good public relations		
Knowing union regulations		
Supervising route salesman		
4. **Receiving and disbursing garments and operating cash register**		
Examining each incoming garment and making necessary records		
Determining cost of service		
Giving advice		
Selling additional services		
Disbursing garments to customers		
Recording the receipts on the cash register		
5. **Learning other techniques**		

6. **Completing special projects**

Reading trade publications
Completing a job manual based on activities at the training station
Developing service manuals
Suggested reference:
National Institute of Dry Cleaning
Silver Springs, Maryland

Signatures:

Employer____________________________

Parent____________________________

Teacher-coordinator____________________

School____________________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 17

LUMBER AND BUILDING MATERIALS

Supervisor's Name________________ Name of Student____________________

Employer's Name__________________ Address of Student_________________

Business Telephone_______________ Telephone Number__________________

The lumber and building materials industry offers the student trainee many career opportunities. This step-by-step training plan lists the various areas of experience as a guide for setting up a special program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and in the classroom. Training the student in the different aspects of lumber and building materials operations benefits the employer by making the student trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and	Experience
1. Studying the industry	In class	On the job
Understanding the need for this industry	__________	__________
Tracing the growth	__________	__________
Becoming acquainted with the services offered	__________	__________
Improving the standards	__________	__________
2. Learning facts about lumber		
Studying the physical properties	__________	__________
Learning how trees grow	__________	__________
Classifying the different species of lumber	__________	__________
Grading lumber	__________	__________
Reading blue prints	__________	__________
Measuring and figuring costs	__________	__________
Securing facts about "veneered wood"	__________	__________
Understanding building trade terms	__________	__________
Memorizing lumber abbreviations	__________	__________

Training and Experience

3. Learning facts about other building materials

Learning to merchandise the following:

	In class	On the job
Metal building materials		
Windows, doors, and millwood		
Glass, plastic glazing, and caulking		
Board products and wall tiles		
Flooring and floor coverings		
Roofing, shingles, and siding		
Insulation		
Plaster and plastering products		
Cement and masonry products		
Clay and tile products		

4. Keeping stock

	In class	On the job
Helping keep bins stocked		
Learning inventory procedures		
Observing safety regulations		
Setting up displays		

5. Selling

	In class	On the job
Learning the customer's need		
Developing a selling personality		
Practicing the rules of good salesmanship		
Learning telephone techniques		
Understanding the merchandising of lumber and building materials		

6. Securing and summarizing data

Writing letters to secure product information
Reading trade magazines and manufacturers' publications
Making a job notebook containing a summary of the learning experiences received on-the-job and in the classroom
Preparing a merchandise manual on some product or service
Making a thorough study of the Lumber and Building Materials Manual published by the University of Texas, Austin, Texas

Signatures:

Employer____________________ Parent____________________

Teacher-coordinator________________ School____________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 18

MAIL ORDER

Supervisor's Name________________ Name of Student____________________

Employer's Address________________ Address of Student________________

Business Telephone________________ Telephone Number__________________

The mail order industry offers the student trainee many career opportunities. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different aspects of mail order work benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and Experience In class	 On the job
1. Getting acquainted with your company		
Learning about your company and the opportunities for you	________	________
Understanding the employee rules and regulations	________	________
Charting the mail order organization	________	________
Studying the functions of each department	________	________
Memorizing the names of the key people	________	________
Finding out where each department is located	________	________
Preparing flow charts	________	________
2. Stockkeeping and handling		
Checking incoming merchandise	________	________
Keeping merchandise clean and in order	________	________
Preventing accidents by obeying safety regulations	________	________

	Training and Experience	
	In class	On the job
3. Order filling		
Getting acquainted with the merchandise, and stock numbers	____	____
Reading orders accurately	____	____
Picking customers' orders and retail requisitions	____	____
Understanding how to handle back orders	____	____
Sorting merchandise in shipping room	____	____
Understanding shipping regulations	____	____
Handling merchandise so as to prevent damage	____	____
4. Checking, wrapping, and shipping		
Checking merchandise against customers' orders for: size, color, catalog number, price	____	____
Learning techniques in wrapping	____	____
Weighing packages for shipment and adding postage	____	____
Knowing and applying parcel post regulations	____	____
Understanding how to wrap and tie packages together to save shipping costs	____	____
Making out bills of lading and other shipping forms	____	____
5. Selling from the catalog		
Developing a sales personality	____	____
Learning the techniques of selling	____	____
Acquiring product information (studying the catalog)	____	____
Answering questions and objections	____	____
Writing orders legibly and accurately	____	____
Figuring shipping cost, special taxes, weight charges	____	____
Suggesting related items and substitute items which are higher priced	____	____
6. Learning specific procedures		
____	____	____
____	____	____
____	____	____

7. Completing special projects

Reading trade journals, mail order catalogs, house organs, and manufacturers' publications

Preparing a job notebook on the mail order industry and training station

Preparing a merchandise manual on some product or service

Signatures:

Employer______________________________

Parent________________________________

Teacher-coordinator____________________

School_______________________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 19

RADIO, TELEVISION, AND MUSIC

Supervisor's Name________________ Name of Student________________

Employer's Address________________ Address of Student________________

Business Telephone________________ Telephone Number________________

The teen-age market for records, pocket transistor radios, and inexpensive musical instruments is growing at a phenominal rate. Distributive Education students interested in music can find career opportunities in learning to merchandise these products. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and in the classroom. Training the student in the different aspects of this area benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and	Experience
1. Securing product information	In class	On the job
Learning how records are made		
Understanding the construction of transistor radios		
Studying the different makes and construction of inexpensive musical instruments (banjos, guitars, and ukuleles)		
Acquiring essential facts on various makes and models of television sets		
2. Receiving, marking, and keeping stock		
Checking and marking incoming merchandise		
Keeping stock clean and in order		
Helping take periodic inventories		
Learning stock control techniques		

	Training and Experience	
3. Selling	**In class**	**On the job**
Learning selling techniques		
Developing a sales personality		
Demonstrating the radio, television set, or musical instrument		
Answering questions and giving product information		
Taking orders by phone		
Preparing selling sentences		
4. Advertising and displaying		
Studying the principles of advertising and displaying		
Cutting advertisements from local papers and studying the layouts		
Practicing writing advertisements for items on special sale		
Learning to set up simple displays		
Understanding the meaning of visual merchandising		
5. Learning other techniques and skills		
____________________		
____________________		
____________________		

6. Completing special projects

Writing letters to secure product information

Preparing a job manual containing a summary of all of the above activities

Developing a merchandise manual on some product or service

Signatures:

Employer____________________________

Parent______________________________

Teacher-coordinator__________________

School______________________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 20

SALESPERSON: SHOES

Supervisor's Name________________ Name of Student________________

Employer's Name________________ Address of Student________________

Business Telephone________________ Telephone Number________________

The shoe industry offers the student trainee many career opportunities. The training plan lists the various areas of experience as a guide for setting up a specific program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and for the classroom. Training the student in the different aspects of store operation benefits the employer by making the student trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and Experience	
	In class	On the job
1. Receiving and keeping stock		
Checking incoming merchandise with purchase orders	________	________
Marking, coding, and labeling merchandise	________	________
Handling back orders	________	________
Keeping records of merchandise transferred to other stores	________	________
Helping to take inventory of shoe stock on hand	________	________
Recording data on inventory control records	________	________
Sorting sizes, running sizes into stock, and running a size composite	________	________
Observing safety regulations	________	________
2. Buying		
Learning stock balance techniques	________	________
Figuring mark-ups and mark-downs	________	________
Acquiring product information	________	________

	Training and Experience	
	In class	On the job
Becoming acquainted with the terminology of buying		
Calculating merchandise turnover		
Writing a resize mail order		
3. Selling		
Developing a good selling personality		
Learning the techniques of selling		
Preparing sales demonstrations for class		
Studying competitors' windows to determine neighborhood style preferences		
Knowing and suggesting accessories worn with shoes		
4. Displaying		
Learning the principles of display		
Helping with store displays		
Studying the displays of competitors		
Polishing and treeing shoes for display		
Setting up displays in class		
5. Learning other skills and procedures		
Using the cash register		
Making returns and adjustments		
Controlling shrinkage		
Practicing expense control		

6. Completing individual projects

Reading trade magazines, journals, manufacturers' publications, and merchandise manuals

Making detailed study of the Shoe Manual published by The University of Texas, Austin, Texas

Preparing a job notebook based on the activities at the training station

Signatures:

Employer__________________________Parent____________________

Teacher-coordinator____________________School____________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 21

SALESPERSON: MEN'S WEAR

Supervisor's Name________________ Name of Student____________________

Employer's Name__________________ Address of Student________________

Business Telephone_______________ Telephone Number__________________

The men's wear department offers the student trainee many career opportunities. This step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and in the classroom. Training the student in the different aspects of store operation benefits the employer by making the student trainee as efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and	Experience
1. **Keeping stock**	In class	On the job
Checking incoming merchandise with purchase	________	________
Marking and coding merchandise	________	________
Learning how to handle back orders	________	________
Caring for and arranging merchandise	________	________
2. **Buying**		
Observing and learning buying techniques	________	________
Studying latest fads	________	________
Securing product information from salespeople	________	________
Aiding in occasional buying	________	________
3. **Selling**		
Developing a good selling personality	________	________
Learning techniques of selling	________	________
Using knowledge of line, design, and color	________	________
Selling related items and accessories	________	________
Handling phone calls effectively	________	________

	Training and	Experience
4. Advertising and displaying	In class	On the job
Cutting out and studying advertisements of men's wear		
Learning most effective advertising media to use		
Helping trim windows and counter displays		
Suggesting new ideas for displays		
Preparing merchandise for mannequins and other forms		
5. Keeping records		
Using the cash register		
Handling back orders, returns, and adjustments		
Learning credit procedures, will call, and lay-away plan		
6. Controlling inventory		
Keeping stock control records		
Helping with periodic inventory		
Learning the labeling of stock		
7. Wrapping and making deliveries		
Wrapping garments for shipment		
Acquiring information on postal rates and methods of shipping		

8. Completing individual projects

Reading trade journals, men's fashion magazines, newspapers, and manufacturers' publications

Preparing a job notebook summarizing what was learned on the job and in the classroom

Developing a merchandise manual

Signatures:

Employer________________________ Parent____________________

Teacher-coordinator_______________ School____________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 22

SALESPERSON: WOMEN'S WEAR

Supervisor's Name________________ Name of Student________________

Employer's Address________________ Address of Student________________

Business Telephone________________ Telephone Number________________

The women's apparel department offers the student trainee many career opportunities. This step-by-step training plan for this department lists the various areas of experience as a guide for setting up a special program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and in the classroom. Training the student in the different aspects of store operation benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and Experience In class	On the job
1. Keeping stock		
Checking incoming merchandise with purchase orders	________	________
Marking and coding merchandise	________	________
Learning how to handle back orders	________	________
Arranging merchandise	________	________
2. Buying		
Observing and learning buying techniques	________	________
Studying latest fashions	________	________
Securing product information from salespeople	________	________
Aiding in occasional buying	________	________
3. Selling and giving service		
Developing a good selling personality	________	________
Learning latest techniques in selling	________	________
Using knowledge of line, design, and color	________	________
Knowing the important relationship of accessories to women's wear	________	________
Being able to handle phone calls effectively	________	________

	Training and Experience	
4. Advertising and displaying	In class	On the job
Cutting advertisements from local papers and studying these advertisements		
Learning the different advertising media being used		
Helping change window and counter displays		
Suggesting new display ideas		
Helping to set up and arrange counter displays		
5. Keeping records		
Learning credit procedures		
Using the cash register		
Handling returns and adjustments		
6. Controlling inventory		
Keeping stock control records		
Helping to take inventory		
Learning how orders are placed for staple goods		
7. Wrapping and making deliveries		
Learning to wrap merchandise for shipment		
Acquiring information on postal rates, and methods of shipment		
Gift wrapping		

8. Completing individual projects

Reading trade journals, fashion magazines, newspapers, and manufacturers' publications

Preparing a job notebook summarizing what was learned on the job and in the classroom

Developing a merchandise manual

Signatures:

Employer________________________Parent____________

Teacher-coordinator_____________School______________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 23

SOFT GOODS: NOTIONS, PATTERNS, YARD GOODS

Supervisor's Name________________ Name of Student____________________

Employer's Address________________ Address of Student_________________

Business Telephone________________ Telephone Number___________________

The notions, patterns and yard goods sections offer the Distributive Education student an excellent opportunity to begin his career training in the soft goods field. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and in the classroom. Training the student in the different aspects of store operation benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and Experience	
1. Keeping stock	In class	On the job
Learning the location of the stock on the counters and in the storeroom	________	________
Helping to keep stock clean and in order	________	________
Taking periodic inventories	________	________
Knowing how to keep stock control records	________	________
2. Studying textiles		
Learning facts about the fibers	________	________
Know how yarn is made	________	________
Identifying the different weaves	________	________
Securing data on different finishes, coloring, dyeing, and printing	________	________
Studying the properties of:		
wool	________	________
cotton	________	________
silk	________	________
linen	________	________
synthetics	________	________

	Training and	Experience
	In class	On the job
Learning the importance of grain in fabrics		
Ascertaining whether a figured pattern has been printed on grain of the fabric		
Using the vocabulary of textiles		
3. Selling		
Developing a sales personality		
Learning and practicing the fundamentals of selling		
Taking orders by telephone		
Developing skill in selling related items		
Preparing selling sentences		
4. Merchandising notions		
Securing product information		
Learning the different types and sizes of zippers		
Learning the different zipper materials		
Informing customers on ironing techniques to prevent plastic zippers from melting		
Knowing the correct kind and number of thread to use in sewing different fabrics		
Recommending the proper seam bindings for blankets, rugs, and dresses		
Selling the right tape to meet the customer's needs: plain, bias, twill, cotton, or satin		
Helping set up counter displays		
Developing promotional ideas		
Knowing the right classification when ringing up sales on the cash register		
5. Merchandising patterns		
Developing a reading knowledge of pattern envelope and guide sheet		
Knowing figure types: girl, teen, petite, half-size, junior, misses, woman		

	Training and Experience	
	In class	On the job
Determining difficulty of construction so as to advise pattern customers		
Suggesting the best fabric to use for a particular pattern		
Informing the customer of correct notions needed to complete article made from pattern		

6. Merchandising yard goods

	In class	On the job
Using the measuring machine		
Knowing the fabrics that can be torn instead of cut		
"Pulling a thread" before cutting		
Learning to add fractions quickly and accurately		
Reading patterns to determine yardage needed		
Estimating yardage for customers who do not have patterns		
Correlating interfacing with fabrics and purpose of article		
Practicing the vocabulary of textiles		

7. Completing special projects

Writing letters for product information

Reading trade magazines and books on textiles and related products

Outlining chapters 1 to 15, Know Your Merchandise, Revised second edition, Wingate, Isabel B., Gillespie, Karen R., and Addison, Betty G., New York: McGraw-Hill Book Co., 1959

Making a thorough study of the Notions Manual, The University of Texas, Division of Extension, Austin, Texas

Reading Part One - Chapters 1-6, 8, 12, Guide to Modern Clothing. Sturm, Mary M., and Grieser, Edwina H., New York: McGraw-Hill Book Co., Inc., 1962

Preparing a merchandise manual on some product or service

Signatures:

Employer____________________ Parent____________________

Teacher-coordinator____________________ School____________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 24

SPORTING GOODS

Supervisor's Name________________ Name of Student____________________

Employer's Address_______________ Address of Student_________________

Business Telephone_______________ Telephone Number___________________

The sporting goods store or department is becoming more important due to the increased emphasis on leisure time and longer vacations. Distributive Education students interested in sports may find a profitable career in this field. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and for the classroom. Training the student in the different aspects of store operation benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and Experience	
1. Receiving and keeping stock	In class	On the job
Checking incoming merchandise		
Marking, coding, and labeling merchandise		
Arranging stock and keeping it in order		
Setting up "knocked down" merchandise		
Filing claims: overages, shortages, and breakages		
Handling back orders		
Keeping records of merchandise transferred to other stores or returned to vendors		
Practicing safety regulations		
2. Buying		
Securing product information		
Learning to figure mark-ups		
Studying buying techniques		
Ordering through use of stock control records		
Knowing when, where, and how to buy		

	Training and Experience	
3. Selling	In class	On the job
Studying the principles of salesmanship		
Developing a sales personality		
Demonstrating sporting goods products		
Answering questions and giving product information		
Taking phone orders		
Learning selling sentences for different products		
4. Advertising and displaying		
Studying the principles of advertising		
Reading and studying advertisements in local newspapers		
Learning to write copy for sporting goods ads		
Studying the fundamentals of display		
Setting up timely displays		
Helping trim windows		
5. Securing up-to-date information		
Attending bowling tournaments		
Securing facts on tennis, baseball, fishing, and other sports, from local papers		
Attending sport shows to get acquainted with latest equipment		

6. Completing special projects

Writing letters for product information
Reading sporting goods magazines, and trade publications
Making a thorough study of the Sporting Goods publication issued by the University of Texas, Distributive Education Service, Austin, Texas
Preparing a job manual summarizing the data secured on-the-job and in the classroom
Preparing a merchandise manual on some product or service

Signatures:

Employer____________________ Parent____________________

Teacher-coordinator____________________ School____________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 25

VARIETY STORE

Supervisor's Name________________ Name of Student________________

Employer's Address________________ Address of Student________________

Business Telephone________________ Telephone Number________________

The variety store offers the student-trainee many career opportunities. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and for the classroom. Training the student in the different aspects of store operation benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and	Experience
1. Practicing good housekeeping	In class	On the job
Learning proper techniques of housekeeping		
Arranging stock and supplies		
Cleaning glass		
Practicing safety regulations		
2. Receiving and keeping stock		
Checking incoming merchandise with purchase orders		
Marking, coding, and labeling merchandise		
Filing claims: overages, shortages, and breakages		
Handling back orders		
Keeping recrods of merchandise transferred to other stores or returned to vendors		
3. Buying		
Using IBM card system for ordering		
Visual ordering - basic stock control		

	Training and Experience	
	In class	On the job
Learning buying techniques		
Figuring mark-ups and mark-downs		
Acquiring product information		
4. Selling		
Developing good selling personality		
Acquiring product knowledge		
Learning sales techniques		
5. Displaying		
Setting up counter displays		
Suggesting new display ideas		
Learning display techniques		
6. Learning cash register procedures		
Using the cash register		
Handling returns and adjustments		
Computing sales and luxury excise taxes		
7. Acquiring other skills and procedures		
Wrapping and packaging		
Controlling shrinkage		
Learning safety regulations		
Practicing expense control		

8. Completing individual projects

Reading trade journals, magazines, newspapers, and house organs (Chain Stores Age, Variety Store)

Preparing a job manual based on activities at the training station

Developing a merchandise manual on some product or service

Signatures:

Employer________________________________ Parent________________________

Teacher-coordinator_____________________ School________________________

(Copies to: employer, teacher-coordinator, student)

DISTRIBUTIVE EDUCATION

STEP-BY-STEP TRAINING PLAN NO. 26

WINDOW DISPLAY

Supervisor's Name________________ Name of Student__________________

Employer's Address________________ Address of Student________________

Business Telephone________________ Telephone Number__________________

The display department offers the student trainee many career opportunities. The step-by-step training plan for this department lists the various areas of experience as a guide for setting up a specific program of training for the Distributive Education student. The job-supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and for the classroom. Training the student in the different aspects of store display benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience follow:

	Training and Experience	
	In class	On the job
1. Organizing and maintaining the display store room		
Arranging props and materials for easy accessibility	________	________
Maintaining, refurnishing, and reclaiming props	________	________
Rotating materials and disposing of obsolete materials	________	________
Maintaining work areas	________	________
2. Planning the window display		
Choosing the best window for display	________	________
Selecting the merchandise for the window	________	________
Selecting the window display theme	________	________
Deciding on the "appeal" to be used	________	________
Preparing the background for the display	________	________
Preparing the mannequins and props	________	________
Arranging for the feature show cards	________	________
Arranging for the preparation of the price tickets in the sign shop	________	________
Planning ahead in anticipation of coming promotional events	________	________

	Training and Experience	
3. Preparing the window for the display	In class	On the job
Washing the window		
Sweeping or vacuuming the floor		
Dusting and cleaning the props, mannequins, and fixtures		
Painting the walls of the window area		
Checking the lighting		
Changing burned-out light bulbs		
4. Designing the window		
Preparing the window display for promotional effectiveness		
Visualizing the relationship of the component parts of the window----the props, fixtures, background, and merchandise----to insure artistic arrangement		
Developing the theme for the window		
5. Trimming the window		
Collecting the merchandise		
Co-ordinating the accessories		
Preparing the merchandise, removing loose threads and strings, pressing and concealing tags		
Assembling the merchandise, fixtures, poster and show cards, and price tickets		
Pinning the merchandise to fit the mannequins		
Dressing the mannequins with accessories		
Setting up the background		
Setting up the props, signs, show cards, and price tickets		
Adjusting the lighting		
Inspecting the display		
6. Learning managerial procedures of the display department		
Preparing the budget		
Keeping a file of effective displays		
Checking the selling effectiveness of the display windows		

	Training and Experience	
7. Learning other techniques	**In class**	**On the job**
____________________	__________	__________
____________________	__________	__________
____________________	__________	__________

8. Completing individual projects

Reading in trade journals, display magazines, newspapers, and manufacturers' publications

Preparing a job manual based on activities at the training station

Developing a display manual

Signatures:

Employer____________________**Parent**____________________

Teacher-coordinator____________________**School**____________________

(Copies to: employer, teacher-coordinator, student)

IV. RECOMMENDED PROGRAM ACTIVITIES

DAILY REPORT OF TRAINING STATION ACTIVITIES

NAME______________________________**TRAINING STATION**____________________

Report is to be filled out daily by every student. If student is unemployed, state places contacted by the student for jobs, where student is assigned for study, or other pertinent information.

Month_____	**Hours Worked**	**Comments: State what you are learning, duties, etc. If absent, state reason for absence.**
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		

Month______	Hours Worked	Comments: State what you are learning, duties, etc. If absent, state reason for absence.
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		
31.		

Total hours_________at_________rate per hour

Total earned before deductions______________

OUTLINE OF CONTENT
FOR TRAINING STATIÓN MANUAL
(STUDENT-LEARNER'S JOB NOTEBOOK)

I. Brief history of the business

- a. Founder and date
- b. Type of merchandise sold
- c. Class of people who patronize the store
- d. Expansion policy
- e. Future possibilities

II. Rules and regulations for employees

- a. Conduct
- b. Dress
- c. Discounts
- d. Promotion policy
- e. Insurance and hospitalization
- f. Unemployment compensation and other benefits
- g. Profit sharing, pension funds, etc.
- h. Safety regulations
- i. Social activities
- j. Suggestions

III. Business papers and their use

- a. Samples of different types of sales slips (cash, charge, COD.)
- b. Forms used in stockroom, shipping room, etc. (Requisitions, purchase order, purchase invoice, bills of lading - straight and order, credit memo, parcel post labels, air mail.)
- c. Explanation of when and how to use these forms; explanation of terms FOB, COD, etc.

IV. Credit policy

- a. Cash, charge, COD, installments, lay-away-consignments, etc.
- b. Interpretation of liberal and strict policies

V. Step-by-step training plan

a. Major duties
b. Minor duties
c. Specifics to be worked out by student-learner, teacher-coordinator, and training station sponsor

VI. Sources of specific information about the product or service sold or rendered

a. The manufacturer
b. The buyer, floorman, other salesmen
c. Customers
d. Trade magazines and catalogues
e. Newspapers (advertisements)
f. Actual use of the product by you or members of your family

VII. Advertising policy

a. Displays, radio, newspaper, TV, letters, handbills, calendars
b. Gifts to church and charity

VIII. Selling techniques

a. Appraisals from practical experience
b. Excerpts from textbooks on retail selling (Give name of books at bottom of page.)
c. Observation of techniques of successful salesmen
d. Buying motives pertaining to your products
e. Ways of meeting objectives
f. Methods of closing the sale

IX. Hints to students who wish to learn to sell the product or service you are now selling

X. Samples of letters written to manufacturers, service organizations

XI. Other important data; i.e., mark-ups, stock control systems

XII. Bibliography

FILM EVALUATION

Your Name____________________Div._________Date__________Class__________

Title of Film______________________________Time__________________________

Produced for______________________________Produced by___________________

Distributor____

What topic or unit are you studying in this class?______________________

In a few sentences, tell what the film was about._______________________

Did the film help you in any way to understand this topic more clearly? Explain.____

Have you seen this film before?_________If yes, in what class.__________

Was there too much advertising?_________Was the film up-to-date?_______

Did the film hold your interest for the entire time?____________________

How would you rate this film? Excellent________Good_______Fair________
Unsatisfactory__________________________
Why?____

Questions and Possible Answers on the Film

Write one or two questions that will bring out the main points and also write your answers.

Q.____
A.____
Q.____
A.____

OUTLINE FOR CLASSROOM SALES DEMONSTRATION BY THE STUDENT-LEARNER

Name of Salesperson____________________**Date**____________________

Name of Customer____________________**Goods Sold**____________________

I. Speaking Effectively

Speak clearly, and loud enough so that the students in the back of the room will be able to hear you. Don't be afraid to use your hands while speaking. Try to face the class. Talk to the customer, not to the merchandise. Learn to smile.

II. Using the Right Approach

The approach you use will depend upon whether or not the customer is already looking at the merchandise or whether he is waiting for someone to serve him. Some common methods follow:

Merchandise Approach	**Say something about the merchandise that may arouse the interest of the customer.**
Greeting Approach	**"Good morning"; "Hello"; "How are you today?"**
Question Approach	**"May I be of service?"; "May I help you?"; Do not say, "Can I help you?"**

Write out the approach you plan to use.____________________

____

____

III. Dressing Appropriately

People have more confidence in you if you are dressed properly. Boys should wear a suit, a shirt that is preferably white, and a necktie. Suits are also appropriate for girls. A white blouse is usually good for a salesgirl to wear. High heels should be worn. Girls should avoid too much make-up.

Describe briefly the clothes you plan to wear on the day of your demonstration.____________________

IV. Determining Customer Wants

The customer will generally tell you what he wants. If he does not, a few pertinent questions are then in order. Do not ask so many

questions that the customer becomes confused.

"Is there any particular style or color that you prefer?"
"Do you wish this for everyday wear or for dress occasions?"
"May I show you how this works?"

Write out the question or questions you plan to ask your customer.

____

____

V. Securing Product Information

Some common sources are: trade journals, advertisements, other salesmen, buyers, customers, manufacturers' brochures, and consumer reports.

List the sources you used in securing your product information.

______________________ ______________________

______________________ ______________________

______________________ ______________________

VI. Presenting Goods and Sales Points

Have a good background for your merchandise. Handle the goods with care. Try to get the customer to handle the goods or try on the garment. You should be able to give five or more selling points, such as unusual features, uses, benefits, and savings. The best way to learn the good features is by trying or using the product yourself (if possible).

List the selling points or sentences that you plan to use.

____

____

____

VII. Answering Customer's Questions

If a customer is interested in your product he probably will have some questions unless he is already sold on the article before he came into the store. The type of questions asked will depend upon the type of merchandise you are trying to sell. A few examples of the type of question you may have to answer are:

"Is the garment washable?"
"What material is it made of?"

"Will this material wrinkle easily?"
"Will the color fade?"
"Why does this article cost so much?"

State a few questions that your customer might raise and give the possible answer.

Question: ____________________

Answer: ____________________

Question: ____________________

Answer: ____________________

VIII. Answering Customer's Objections

Almost every product has some objectionable features. It is your job to know how to meet these objections and, if possible, to turn them into selling points. If the customers object to the price, it may be that you have not done a good selling job. Write out some possible objections to your product and give your answers.

Objection: ____________________

Answer: ____________________

Objection: ____________________

Answer: ____________________

Objection: ____________________

Answer: ____________________

IX. Closing the Sale

There are many techniques. You can tell by the expression on the customer's face or the look in his eyes. If you have satisfactorily answered his questions and objections, it is then time to close. Several attempts may be necessary. Some techniques follow:

> Pick up the article that you think the customer likes best and ask him if this one will be all right.
> Close on a minor point; i.e., "Will this color be satisfactory?"
> "Will this be a Charge or Cash?"
> "Do you wish to wear the garment?"
> "May I call the fitter and let him see if any adjustments need to be made?"

State a possible method of closing that you plan to use. ____________________

____

X. Suggesting Additional Merchandise or Related Items

A good salesman will not hesitate to show a customer related items that he may need, new merchandise that has just come in, or higher priced merchandise. Suggestions of this type must be made skillfully or the customer will feel that you are using high pressure.

In your sales demonstration, what additional merchandise or related items do you plan to show?

____

____

XI. Building Goodwill

This is done by giving the customer the best attention and service that is possible under the circumstances. Let him know that it has been a pleasure for you to wait on him. Tell the customer that you believe he has made a wise purchase and invite him to come in again. Explain the services of the store. This is a good way to secure new charge customers. Last, but not least, always thank the customer.

What technique do you plan to use in order to build goodwill for yourself or the store?____________________________________

____

____

SUGGESTED FORM FOR EVALUATING A SALES DEMONSTRATION

Name of Salesperson_____________________Goods Sold__________________

Check (✓) the number of points which most accurately reflects your opinion.

	Low 1	2	3	4	High 5
I. Approach					
Was his appearance acceptable?	___	___	___	___	___
Was his manner courteous?	___	___	___	___	___
Was his approach fitting?	___	___	___	___	___
II. Customer Wants					
Did he ask only the necessary questions?	___	___	___	___	___
III. Presentation					
Did he get his message across?	___	___	___	___	___
Was his voice clear, well modulated?	___	___	___	___	___
Did he have acceptable articulation?	___	___	___	___	___
Did he have his material organized?	___	___	___	___	___
IV. Sales Points					
Did he point out unusual features and uses?	___	___	___	___	___
V. Customer's Questions					
Did he answer questions to the complete satisfaction of the customer?	___	___	___	___	___
VI. Objections					
Did he demonstrate how to meet objections skillfully?	___	___	___	___	___
VII. Closing					
Did he use proper techniques?	___	___	___	___	___
VIII. Additional Merchandise, Related Items, Higher Priced					
Was the salesman skillful in suggesting the above items?	___	___	___	___	___
IX. Product Information					
Did he demonstrate that he was well informed and had used available sources?	___	___	___	___	___
X. Goodwill					
Did he explain the services of the store, thank the customer, and invite him to come back?	___	___	___	___	___

DISTRIBUTIVE EDUCATION CLUB ACTIVITIES

Distributive Education students do not have as much time to participate in school activities as do other students. Therefore, D.E. clubs are usually formed to provide for this activity. As the club usually meets during class time, the activity does not interfere with the student's tight schedule of school and work.

D.E. students have an opportunity to join the state organization of clubs known as the IAFD, Illinois Association of Future Distributors, and the nationwide organization known as DECA, Distributive Education Clubs of America. Each organization designs its meetings, projects, and social activities to train future leaders in the important field of distribution and to satisfy the social needs of the student.

Illinois Association of Future Distributors

In the State of Illinois, the IAFD is divided, for club purposes, into areas. Each area has its own meetings of coordinators and students. Student leaders from these areas meet and choose their state officers and a state leadership conference is held with student leaders invited from all D.E. clubs. Annual IAFD dues are 25¢ per member. The dues are sent to the state adviser.

Distributive Education Clubs of America

DECA, Distributive Education Clubs of America, is made up of representatives from each club that wishes to join the national organization. The dues for DECA are $1.00 and are sent to Mrs. Patricia Rath, 160 N. LaSalle Street, Room 1804, together with state association dues. Two checks should be made out, one to DECA, the other to IAFD. No chapter may join the national association without also joining the state association. However, chapters may elect to join only the state association. DECA, like IAFD, has its meeting and elections. The nationwide conference is a big affair and lasts for several days. Speeches, projects, dinners, sales demonstrations and other demonstrations are part of the program.

Local Chapter Activities

Local clubs, called chapters, usually meet twice a month during the school semester. Friday seems to be a good day for club activities.

After the officers of the chapter are elected, committees are appointed to work on various projects. Each school may work out its own bylaws or rules and regulations for the operation of the club. Some chapter activities together with their objectives follow:

1. Business and Professional Activities: to gain a deeper understanding of the field of distribution and of Distributive Education. Business and professional activities would include: inviting outside speakers to chapter meetings, taking field trips to marketing centers, preparing merchandise displays and demonstrations, conducting certain types ot creative marketing projects and participating in area or state D.E. meetings.

2. Financial or Fund-Raising Activities: to support other chapter activities such as field trips, donations to service organizations, and employer-employee banquets.

3. Civic Activities: to understand the youth group's civic responsibilities to the school and the community. Civic activities might include joint meetings with civic groups, assisting civic groups with surveys and projects, or offering the services of the chapter as marketing or sales consultants.

4. Service Activities: to participate in projects intended to benefit the school, the community, or the country. Donating time or money to recognized, approved local or national service organizations is one way of conducting service activities.

5. Public Relations and Social Activities: to build understanding concerning the objectives of the youth group fellowship. Public Relations and Social Activities would include: D.E. school assemblies, television and radio appearances, employer-employee banquets, and chapter parties and picnics.

Planning of the Activity Program

During the school year some ot the general related areas of information studies in the Distributive Education course are as follows:

School, Business and Community Relationships
Economics (of Distribution)
Marketing
Salesmanship
Sales Promotion
Business Organization and Operation
Careers in Distribution

In each of the general areas of instruction youth group activities can be planned which relate to the content of the course. The amount and extent of the youth group activities is a matter to be decided by the teacher-coordinator, who is the chapter adviser, in cooperation with the local chapter. A group discussion might be held to consider: (1) what would be a suitable, well-balanced program of club activities for the year? (2) what types of projects might best be taken on by the club as a group? and (3) what projects might individual members of the chapter wish to undertake? Chapter committees on Business and Professional Activities, Financial or Fund Raising, Civic, Service, Public

Relations and Social Activities, or other activities, might then be formed. The task of each committee could be to submit a suggested program of activities for the year in its assigned area. The student executive committee might then collect, study, and align the recommendations of the various committees and submit to the chapter a suggested general activity program for the year. A chart, "Suggestions for Distributive Education Program Enrichment Through Youth Group Activities," is available from the State Adviser for use by committee chairmen.

Financing of the Activity Program

The amount of capital required by any chapter of the Illinois Association of Future Distributors depends on the activities which it plans for the year. The amount will vary from year to year according to the interest of the members and their cooperation in planning and completing projects.

There are three basic ways in which a chapter may raise the necessary funds: (1) dues, (2) savings plans, and (3) special activities. While the area, state and national youth organizations generally rely on membership dues for financing their activity programs, local chapters use any or all of the following methods:

1. Dues

   The dues paid by each member should provide for the per capita operating expenses of the chapter, and should be within the local school's policy for club dues. The amount should not be so large that it would prevent a student's belonging, either as an active or an associate member. The amount of dues which is to be paid by each member should be carefully worked out by the chapter officers and executive committee and should be approved by a strong majority of the members.

2. Savings plans

   Savings plans are determined by the local chapter. Usually, a predetermined percentage of weekly or monthly earnings of each member is saved for a special club activity.

3. Special activities

   From time to time special fund raising activities may be found necessary if certain projects are to be undertaken. The sending of delegates to a state meeting, or holding an employer-employee banquet are examples of projects that usually are not paid for out of the dues account in the treasury. Some special fund-raising activities used by various chapters are: (1) the sponsorship of projects such as fashion shows or after-game dances; (2) providing services such as operating the checkroom, running the school store, or holding a car wash.

Well-planned financial or fund-raising activities can correspond with the general content of the Distributive Education program; for example, (1) when the class is studying the economics of distribution, the chapter would be able to discuss the profit motive and plan the estimated profit that is needed to finance its program of activities; (2) when marketing is the class topic, the type of fund-raising activity and the potential market might be determined; (3) when salesmanship and sales promotion are class subject areas, an effective sales force and promotion committee could be established for the fund-raising activity, and so on.

The seeking of donations of merchandise or of money, together with similar money-raising devices, should be avoided.

Suggested Minimum Chapter Activities

Perhaps during the chapter's first year there will be only a few youth group activities in which the chapter may wish to participate. The list of suggested minimum chapter activities which follows is meant to serve as a starting point for chapter development:

1. Organizing a local chapter provides an opportunity for teamwork by the entire group.

2. Electing local officers requires individual thinking for the benefit of the group.

3. Participating in the Area Meeting is a sharing experience with other I.A.F.D. chapters.

4. Attending the State Student Leadership Conference provides chapter delegates with additional opportunities for leadership development.

5. Conducting an employer-employee banquet requires group cooperation and coordination to reach a planned goal.

As the chapter grows and interest expands, additional professional, financial, civic, service, public relations and social activities may be planned throughout the year, supplementing the classroom instruction and enriching the total educational experience.

The Benefits of Youth Group Activities

I. Youth group activities which benefit the individual members:

   A. Business and professional Activities
      1. Field trips to businesses or markets of business clubs
      2. Conferences with or speeches by business executives or association representatives
      3. Merchandise displays and demonstrations
      4. Creative Marketing Projects

5. Chapter professional meetings featuring panel discussions, and demonstrations by businessmen or students
6. Meetings with other I.A.F.D. chapters and areas--state and national meetings

B. Civic, Service, Social, and Public Relations events
1. Meetings with civic or service organizations
2. Joint projects with civic or service organizations
3. Meetings or chapter parties to which alumni, parents, advisory committee members, or next year's enrollees are invited
4. Formation of a D.E. alumni group

II. Activities which benefit the entire youth group:

A. Business, Professional, and Financial
1. Creative Marketing Projects or "D.E. Days"
2. Meeting with other youth groups, I.O.O.A., F.B.L.A., F.T.A., etc.
3. Fund-raising activities, such as sales and merchandise, school novelties, or services
4. Area, state, and national Distributive Education youth groups
5. Participation in state and county fair exhibits

B. Civic, Service, Social, and Public Relations
1. School assembly programs
2. TV and radio appearances
3. Employer-Employee luncheons or dinners
4. Joining and supporting the Illinois Foundation for Distributive Education, Inc.

III. Activities which benefit the school, the community, and the nation:

A. Cooperation with business organizations in local or national events such as "D.E. Days" or "Careers in Retailing Week"

B. Chapter participation in civic projects such as marketing surveys to attract future business

C. Assisting recognized local or national service organizations such as Project Hope, etc., through donations of time or funds

D. Representing the school and the community in area, state, and National Distributive Education youth group meetings

Evaluation of a Chapter Program

The criteria used in evaluating a chapter program are contained in the pamphlet, Criteria for the Evaluation of a Distributive Education Program, Series A - Bulletin No. 108, State of Illinois, Board of Vocational Education, Springfield.

"Is there a Distributive Education club which provides an opportunity for the development of leadership, responsibility, and an understanding of and participation in group activities?"

"Are pupils permitted to carry on the activities of the Distributive Education club with a minimum of direction from the coordinator?"

The measure of a chapter is not the number of activities which are carried on each year, or the size of the treasury, but the kinds of activities which are best suited to the needs of the members. It is the responsibility of the chapter adviser to discern the changing needs of the members, and suggest various activities which will meet those needs. Some activities stimulate and excite the students, such as trips to other communities, while other activities are more conventional, such as committee work and similar responsible duties. All activities must be tuned to the students, individually and collectively. The worth of the chapter can be measured by the satisfaction which each student derives from his membership.

ANNUAL STATE STUDENT LEADERSHIP CONFERENCE

A. Purposes

The purposes of the annual State Student Leadership Conference are:

1. To provide an opportunity for student-leaders to understand more completely the objectives of distribution and of Distributive Education
2. To provide an opportunity for student chapter leaders to meet other delegates and exchange ideas pertaining to youth group activities and their improvement
3. To provide student-leaders an opportunity to meet with outstanding adults in business, education, and government
4. To provide an opportunity for each delegate to participate in a state student leadership conference
5. To provide an opportunity for the development of leadership characteristics in the delegates
6. To provide an opportunity for individual students to obtain additional information concerning their career objectives in distribution
7. To enjoy the fellowship of other delegates

The conference is planned first by the Student Executive Committee of the State Association and the State Adviser, in cooperation with representative teacher-coordinators. In addition, state officers are elected at this meeting.

B. Program

The annual State Student Leadership Conference of state officers and selected local chapter delegates is held in February of each year. The following list of activities is representative of a conference program:

Friday Afternoon

1. Registration
2. Annual Membership Meeting, Illinois Foundation for Distributive Education, Inc.
3. Informal Rewiew of Chapter Displays
4. Reception
5. Dinner
    - (a) Recognition of Guests
    - (b) Speaker
    - (c) Entertainment
    - (d) Interview of National Officer Candidates

Saturday

1. Annual business meeting
2. Chapter Demonstration Hour, featuring original chapter demonstrations, projects, and opportunity to compete for national contest entry
3. Interest Groups on Current D.E. Topics
4. Luncheon
    - (a) State president's message
    - (b) Teacher-coordinators' message

Participation Projects of Local Chapters

Participation projects, such as displays and demonstrations, may be presented by the chapters and are chosen by them long before the state conference is held. Each chapter may participate in the chapter activity display and a demonstration or competition. Early in the school year the chapter makes a choice of the projects it desires to present, and also makes at least one alternate choice. The following list indicates some of the projects that may be presented by the local chapter:

1. Chapter Displays. (A Display project) Each chapter is invited to bring a table display or wall display of its own design. Some of the local chapter activities might be presented, or any other suitable theme may be used. Arrangements for display space are made by the local chapter with the I.A.F.D. Display Director. A participation award is given to each school installing a display.

2. Chapter Demonstrations. It is the intent of the Student Executive Committee that the Student Leadership Conference emphasize individual and chapter participation. With this thought in mind, a Chapter Demonstration Hour has been organized. Demonstrations may be presented, preferably by at least one school in each area.

Each demonstration may total not more than five (5) minutes in length. Each chapter participating will receive a Participation Certificate. Since time is limited, participating chapters are chosen on a basis of "First come, first served" and the variety of presentation chosen.

The "wrong way" may be presented in any demonstration if the "right way" follows immediately afterward--and is within the five (5) minute limit. By showing the "right way" a burlesque of the demonstration is avoided. It is the intent of the Student Executive Committee that the demonstration is vocational in nature and shows what the students learn and what they believe in. Some suggested demonstrations are ranked in order of difficulty, the easiest first:

Time Limit - 5 Minutes

A. Applying for a Job. A skit depicting the job interview. It might include various types of job applicants, bashful, know-it-all, and the intelligent worker, or types the chapter might prefer.

B. Wrapping Demonstration. A demonstration showing either wrapping packages for everyday use and/or gift wrapping. These should be semi-instructional in nature, and may be done as a demonstration by a store supervisor for the benefit of new workers.

C. Marking. The methods of marking a variety of articles may be demonstrated by an "experienced" worker who describes the why of using pin tickets, string tags, etc., to a beginning worker.

D. Complaint Adjustment. Adjustments of complaints are to be handled by a patient and sympathetic sales person. The complaint in question may be based on a sale of goods, services or anything in a distributive occupation which might be a basis of complaint.

E. Sales Demonstration. A demonstration using real or imaginary merchandise of the chapter's choice, emphasizing the knowledge gained in a Distributive Education program.

F. Other Demonstrations. Other demonstrations may be presented by the chapter. Such demonstrations might include a description of a creative marketing project, wrong and right receiving room or merchandise display procedures, or if an original demonstration is chosen by your chapter, be sure that it falls within the five-minute time limit.

3. DECA Competitions. Any individual or chapter belonging to the Distributive Education Clubs of America may compete at the

State level to represent Illinois in the national competitions held at the DECA Leadership Conference. He may choose the national contest he wishes to enter, prepare to demonstrate his ability in the content area he has selected, and notify the State Adviser in time to arrange for his presentation during the State Student Leadership Conference. The final selection of national contest entrants is within the authority of the teacher-coordinators Advisory Council.

STATEMENT OF AGREEMENT

THE ILLINOIS ASSOCIATION OF FUTURE DISTRIBUTORS

As Adopted at the 17th Annual Student Leadership Conference

Springfield, February 23-24, 1962

STATEMENT I: NAME

We agree that the name of this organization shall be the Illinois Association of Future Distributors.

STATEMENT II: ORGANIZATION

Agreement 1. Composition

We agree that this organization shall be composed of local chapters of the Illinois Association of Future Distributors.

Agreement 2. Local Chapters

We agree that a local chapter shall be an organization of student-learners in a program of education for distribution.

Agreement 3. Admission

We agree that upon application for an approval by the Executive Committee, new chapters may be admitted.

STATEMENT III: PURPOSES

We agree that this organization shall further the welfare of its member-chapters and members by:

A. Creating an abiding interest in distribution as a vocation.
B. Creating an appreciation of the contribution of distribution to a higher standard of living.
C. Engendering respect for vocational education and desire for vocational growth during school and adult life.
D. Providing for exploration of vocational opportunities in distribution.
E. Developing leadership in distribution which is honest, competent, agressive, self-reliant, cooperative, and patriotic.
F. Encouraging high ethical standards in business.

G. Providing for mental and physical health through satisfactory social and recreational activities.
H. Fostering a realization of the civic, social, and moral responsibilities of business to society.
I. Nurturing appreciation for the contributions of the arts and sciences to business.

STATEMENT IV: MEETINGS

Agreement 1. Frequency

We agree that the Executive Committee shall have the power to call an Annual Student Leadership Conference and other meetings.

Agreement 2. Quorum

We agree that delegates from a majority of the member chapters shall constitute a quorum.

Agreement 3. Delegates

We agree that each member chapter shall be entitled to two voting delegates at meetings of this association.

STATEMENT V: OFFICERS

Agreement 1. Officers

We agree that the following officers shall be elected annually during a fall meeting of the Executive Committee: President, Vice-President, Recording Secretary, Corresponding Secretary, Treasurer. We further agree that Directors may be elected at the same time.

Agreement 2. Executive Committee

We agree that the Executive Committee shall consist of one representative elected by each area. The executive committee may meet on or before November 20 of each year.

We further agree that the officers and directors of the organization shall be elected from among the members of the Executive Committee.

Agreement 3. Alternates

We agree that if an elected state officer is unable to attend a meeting of the Executive Committee or of the Illinois Association of Future Distributors, the area represented by that officer shall have the authority to name an alternate.

Agreement 4. Expenses

We agree that the expenses of a state officer or his alternate to an official board meeting may be paid in part or in whole from the funds in the organization treausry.

Agreement 5. Adviser

We agree that the state adviser of this organization shall be the State Supervisor of Business and Distributive Education or his duly appointed agent.

Agreement 6. Advisory Committee

We agree that the elected area representatives from among the teacher-coordinators of the local Distributive Education programs, who are advisers of the local chapters, may constitute a State Advisory Committee with final authority, subject to the approval of the state adviser.

STATEMENT VI: AFFILIATION

Agreement 1. Membership

We agree that the organization may be a member of the regional and national distributors association and may associate with other compatible organizations.

Agreement 2. Delegates

We agree that the voting delegates to regional and national conferences shall be from the Executive Committee in line of staff succession. We further agree that additional voting delegates, and other delegates, as permitted, may be qualified through the office of the state adviser.

STATEMENT VII: DUES

Agreement 1. Amount

We agree that the Executive and Advisory committees shall determine the state organization dues for individual members of local chapters.

Agreement 2. Collection

We agree that dues shall be collected from members by chapter treasurers and remitted to the organization treasury before the Annual Student Leadership Conference.

STATEMENT VIII: INSIGNIA

Agreement 1. Emblem

We agree that the organization emblem shall be the uniform national design.

Agreement 2. Colors

We agree that the organization colors shall be blue and white.

Agreement 3. Motto

We agree that the organization motto shall be "He Profits Most Who Serves Best."

STATEMENT IX: BYLAWS

We agree that the organization at its Student Leadership Conference may adopt necessary bylaws, rules, and regulations.

STATEMENT X: AMENDMENTS

We agree that amendments to this Statement of Agreement may be proposed by the Executive Committee and approved by a majority vote at the Annual Student Leadership Conference.

V. PUBLIC RELATIONS ACTIVITIES

DISTRIBUTIVE EDUCATION ADVISORY COUNCIL TO THE CHICAGO BOARD OF EDUCATION

In addition to the many local Distributive Education Advisory Councils functioning in the high schools, Chicago has a city-wide Advisory Council composed of outstanding business executives representing the various phases of wholesaling, retailing, and service industries.

The function of this council is to advise and to make recommendations to the Bureau of Business Education regarding the expansion and increased effectiveness of Distributive Education programs.

The Advisory Council activities are largely promotional and strive to create good public relations. The council informs school personnel concerning business needs and standards for job selection and performance. It also helps to evaluate the classroom and on-the-job training and to provide assistance wherever possible. Mannequins, showcases, cash registers, and display materials have been provided through the aid of the council. The entire council meets at least once a semester, and smaller groups meet with D.E. coordinators, counselors, and principals as the need arises.

DISTRIBUTIVE EDUCATION ADVISORY COUNCIL TO LOCAL HIGH SCHOOLS

The purpose of an advisory council in a distributive education program is to encourage the school faculty, administration, parents, local businesses, and civic and service groups to work with the distributive education teacher-coordinator as a team for efficient and effective operation of the program. The advisory council operates effectively and efficiently if each member has a definite part in planning the overall operations of the program, such as:

helping provide speakers for the D.E. class

helping secure proper training stations

working with the class on community research projects

advising display materials, classroom equipment, and merchandise

making arrangements for students interested in display, to trim local store windows and work on interior displays

investigating sources of free trade magazines and other trade publications

helping to acquaint the coordinator with important businessmen in the community and making arrangements for the coordinator to talk to various trade groups.

The careful selection of advisory council members is important. Getting the right business people and having worthwhile projects for them to do will help make the advisory council a success. The council may consist of representatives from the Chamber of Commerce, retail trade associations, personnel managers, labor representatives, P.T.A. members, and school counselors and administrators. At least one member of the school administrative staff should be a permanent member of the group.

Each advisory council, as it organizes, should formulate its own rules and bylaws. A few suggestions for the operation of the council are:

1. The teacher-coordinator should review with the committee members in the objectives of vocational education and the distributive education program.

2. A chairman, secretary, and other officers should be elected by the group. It is recommended that a representative of business be chosen as chairman. The teacher-coordinator should fulfill a vital role in acting as secretary.

3. Each meeting should be carefully planned. An agenda might be sent to each member before the meeting or the major discussion topics mentioned in the advance notice.

4. The committee should be kept informed about the details and the progress of the group.

5. Publicity should be given the committee for its accomplishments.

6. Members should be invited to attend the Distributive Education classes in order that they may see the need and reasons for their activity.

7. The size of the council might range from 5 to 8 members.

8. Advisory councils could meet once a month or oftener depending upon the need and work to be accomplished. However, one must consider that the businessman's time is valuable and that he should not be called to a meeting unless some worthwhile project or activity has been arranged.

9. Meetings should begin and end promptly. Business people respect time schedules which are met.

10. If possible, all council correspondence, especially initial invitations to prospective members, should go out over the signature of the school principal.

THE ILLINOIS FOUNDATION FOR DISTRIBUTIVE EDUCATION, INC.

The Illinois Foundation for Distributive Education is a nonprofit corporation of businessmen and educators. The purpose of the Foundation is to stimulate interest in Distributive Education among students, teachers, and businessmen.

One of the first projects of the Illinois Foundation was to furnish Outstanding Student Award plaques. Any Distributive Education program is eligible to apply for one of these plaques for their school. Another activity of the Foundation is the scholarship program established in 1961 for students planning to continue their education in business. The Foundation has presented educational publications to reference libraries of Illinois Distributive Education programs. A youth group information file containing current materials in Distributive Education and D.E. club brochures are available from the Foundation. Other projects include sponsorship of meeting rooms for Illinois delegates at various leadership conferences, such as National Conference of the Distributive Education Clubs of America. Also, the Foundation presents appreciation certificates to all sponsors of the Foundation program.

ILLINOIS RETAIL MERCHANTS ASSOCIATION

The Illinois Retail Merchants Association has long been a promoter of Distributive Education. IRMA is a co-sponsor of the annual Distributive Education Employer-Employee Luncheon Conference. This event is an expression of appreciation to the employers and job supervisors for providing employment and training to Distributive Education students.

Other activities of the organization include:

Co-sponsorship of New Directions in Careers, a Vocational Guidance Series for high school and junior college students. This is a Radio Broadcast Series for classroom listening, designed to inform students on career planning and career opportunities and to assist students in developing a better understanding of opportunities in a wide variety of careers.

Promotion of the annual Careers in Retailing Week with special events for administrators of the Board of Education, outstanding business leaders, Distributive Education teacher-coordinators, and students.

This organization provides representatives for classroom and school assembly programs, assists school personnel in securing support of the business community, and actively participates in local, state, and national club activities.

The Illinois Retail Merchants Association is a source of many types of educational materials relative to the subject of retailing that are useful to DE students and teacher-coordinators.

SEARS ROEBUCK FOUNDATION

The Sears Roebuck Foundation annually presents the Board of Education with a grant. This money is used to encourage, promote, and stimulate through education, publicity, research, and leadership programs, the growth and advancement of Distributive Education among the students and teachers of the Chicago Public Schools through the following means:

Presenting awards to outstanding high school distributive education students

Providing plaques, testimonials, and other forms of awards to students, teachers, and businesses cooperating in the Distributive Education program

Covering expenses of Distributive Education delegates or representatives (students and teachers) who attend Student Leadership conferences, conventions, and meetings of an educational nature

Making available teaching aids, devices, and other educational materials

Defraying expenses incurred in sponsoring conferences, meetings, workshops, luncheons, and other promotional activities for the advancement of the Distributive Education program.

CHICAGO GASOLINE MARKETERS ASSOCIATION

The Chicago Gasoline Marketers Association encourages their members to employ Distributive Education students in gasoline service stations throughout the Chicago area. To assist service station employers and teacher-coordinators in training Distributive Education students, the organization provides training kits to each school. The materials in the kit were prepared by the Distributive Education Department, Division of Extension, The University of Texas, Austin, Texas.

A $500 scholarship is provided each year to a D.E. student. The grant is sent to the college or university designated by the recipient of the scholarship.

This association holds luncheon conferences with representatives of their industry, teacher-coordinators, and student representatives, and actively participates in local, state, and national youth group club activities of D.E. students.

Speakers are provided for assembly programs, classrooms, conferences and a representative serves on the Distributive Education Advisory Committee to the Chicago Board of Education. This organization and the American Petroleum Institute distributes publications, brochures, and other media to D.E. teacher-coordinators, students, and employers.

ADDITIONAL PUBLIC RELATIONS ORGANIZATIONS

Lions, local Chambers of Commerce, Kiwanis, and other community and civic organizations can be of help to the Distributive Education program. The D.E. coordinator should meet with his local business people at frequent intervals to discuss promotional activities for the D.E. program and to seek aid in securing training stations, speakers, display materials, films, and trade publications.

The SMEC, Sales Marketing Executives of Chicago, have cooperated with the D.E. program by inviting coordinators to attend some of the important sales meetings and to hear experts in the field of distribution. They also furnish speakers for assemblies and other Distributive Education promotions.

Coordinators will discover that, in order to make a D.E. program a real success in the community, all the resources of the community must be used.

VI. FURTHER OPPORTUNITIES FOR STUDY IN DISTRIBUTIVE EDUCATION

SCHOLARSHIPS FOR DISTRIBUTIVE EDUCATION STUDENTS

As business people become more aware of the need for better trained personnel, an increasing number of scholarships and other grants are being offered for extended study and research in the field of distribution. Descriptions of these awards follow.

1. **Illinois Foundation for Distributive Education, Inc.**

   A $500 (Distributive Education) graduate scholarship awarded annually to a Distributive Education graduate interested in further education in distribution or distributive education.

   After the first year, non-interest loans of lesser amounts are available to qualifying recipients continuing their education.

2. **DECA Scholarship-Loan Awards**

   The Scholarship-Loan Awards Program of the DECA Foundation is a plan whereby worthy members of the Distributive Education Clubs of America may have an opportunity to further their education in marketing and distribution for careers in distributive education. Any high school senior or graduate is eligible who is or has been an active member of DECA and intends to pursue a full-time, two-year or four-year course of study in marketing, distribution, or distributive education.

   All awards will be made on the basis of merit, scholastic record, scholastic aptitude, DE club participation, and training station record. In addition, applicants will be required to submit a statement of intent regarding the program of study they intend to follow, career goal, upon receipt of the award, together with the name and location of the college they plan to attend.

   In accepting an award, a student will not be asked to pay any interest or sign an obligation for return of funds. He will be asked, however, to accept a moral responsibility to the effect that as his ability permits he will make a contribution or a series of contributions to the DECA Foundation in an amount at least equal to the amount of the award. In this way similar awards will be made available to other DECA members.

   The number of awards to be made during any given year will be determined by the Board of Trustees of the Foundation.

Application forms and additional information may be obtained from State or Chapter advisors.

3. Chicago Gasoline Marketers Association Scholarship

The sum of $500 is offered once a year to an outstanding distributive education student who has worked in an automotive service station. The student should be interested in securing a college education. The money awarded will be paid to the college of the student's choice.

4. National Restaurants Association Scholarship Awards

The H. J. Heinz Company has been awarding five $1,000 scholarships throughout the country. The applications may be secured from Miss Kathryn Bruce, Educational Director, National Restaurant Association, 1530 North Lake Shore Drive, Chicago 10, Illinois. Applications should be submitted by February 1 each year. The scholarship is available to both boys and girls for college training in the field of Restaurant Management and Administration.

5. Patricia Stevens, Inc.

The scholarships are offered on the basis of two each in the schools of Business and Fashion Merchandising for January and June distributive education graduates. The competition for the scholarships is limited to female high school graduates. All applicants must have a 2.5 average or better to be permitted as competitors and must show evidence of leadership and accomplishment in extra-curricular activities.

All applicants must submit an application blank accompanied by an essay of 150 words (typed) "What Fashion Career Training Means to Me." Applications may be secured from the teacher-coordinator.

6. Jewel Tea Company Scholarships

Ten full and forty partial scholarships are offered to girls or boys employed by Jewel on a part-time or temporary basis. The student must average 15 hours of work per week during the senior high school year. The students are judged on CEEB competitive exams, work performance, and school record. The Jewel Tea Company prefers to have distributive education students compete for these awards. The winners are provided with part-time or summer employment in order that they may earn a substantial part of their college expense in addition to the scholarships which allow a maximum of $1,500 a year.

In addition to the scholarship (which has minimum academic standards) Jewel also has a two-year sponsorship D.E. Program to Western Michigan University at Kalamazoo. Qualification for sponsorship by the company is based on job performance and sincerity of interest demonstrated by the student. The program operates on a one-half year in school and one-half year in training basis; the student pays his own tuition out of the money earned during the training period.

A Guide to Scholarships for Counselors in the Chicago Public Schools, compiled by the Bureau of Pupil Personnel Services, lists other scholarships. This reference book should be available at your school.

ADULT DISTRIBUTIVE EDUCATION PROGRAMS

The job held by a high school enrollee in a cooperative program may by that student's long term objective. However, one of the advantages of the high school Cooperative Part-time Distributive Education program is that through classroom and training station counseling and supervision, some students will become aware of aptitudes, interests, and opportunities not foreseen nor considered during their high school attendance.

To realize the new objectives, many will seek additional training after their high school graduation. Such training may be provided through the Adult Program. This is a program of instruction to upgrade adults already in distributive occupations for useful and successful employment in distributive occupations.

The program may consist of a single course or a series of courses. The objectives are determined by a study of the needs of the particular class. All instruction and teaching aids are directed toward the general and specific interests and abilities of the enrollees.

The adult distributive education programs may be partially reimbursed under the George Deen Act. Minimum age is 16 years and enrollees must be employed in a distributive occupation, must have been temporarily unemployed, or must have been given definite promise of employment. These programs may be organized for owners and managers of distributive business as well as for supervisors and employees in distributive occupations.

Representatives of various occupational fields in distribution have cooperated to establish educational programs for distributive occupations in their respective businesses. Adult classes have been sponsored by the petroleum industry, wallpaper industry, Paint Power, Sears Roebuck and Company, and the Illinois Retail Merchants Association.

MERCHANDISING COOPERATIVE PROGRAM

CHICAGO CITY JUNIOR COLLEGE

Plans are underway to initiate a four-trimester merchandising cooperative program at the Loop Branch of the Chicago City Junior College. During the first few months, this pilot program will be available only to a limited number of students, and the major emphasis will be on training young men and women for mid-management positions in merchandising. Department store and perhaps mail-order houses will serve largely as the laboratory training stations. However, as the program develops, the curriculum will be expanded to other fields of merchandising, a variety of different types of distribution centers will be utilized, and other branches of the Chicago City Junior College will serve as education centers.

The merchandising curriculum is a cooperative program of career preparation designed specifically for the student who desires a career in the field of merchandising and distribution at the mid-management level. In addition to acquiring specialized knowledge and requisite skills in the field of merchandising, the student will also increase his general knowledge and develop a broader understanding of business. The graduate of this program should have acquired the knowledge and attitudes to enable him to perform successfully a wide variety of duties of a supervisory and middle-managerial nature.

The student who completes this program will have the opportunity to determine the special area of merchandising in which he has the most talent and interest. Some of the positions to which he may aspire are those of supervisor, assistant buyer, buyer, department manager, assistant store manager, and store manager. A student might desire a career in data processing, advertising and sales promotion, accounting, sales management, or personnel work within the merchandising field. Since a multitude of business functions are performed in merchandising, the student who completes this program could qualify for many positions in business not directly connected with merchandising.

Need for Junior College Merchandising Cooperative Program

Merchandising is an area in which many of the junior college graduates can excel. Through the cooperative program, they can prepare for positions of responsibility. Junior college students approved for this program will have reached a maturity level and will have acquired an educational background sufficient to train for supervisory and middle-management positions.

This program is designed to fill the gap between the high school distributive education program and the senior college merchandising program.

The junior college student in the cooperative merchandising program is expected to assume more responsibility, to be more productive, and to perform duties requiring more ability than those of the student in the high school distributive education program. In addition, he will receive a broader and more intensive academic background in both general education and business.

The senior college graduates who are entering the field of merchandising are not attracted to the middle-management positions in sufficient numbers to fill the demand because these positions may begin at a comparatively low salary level. Moreover, the turnover of senior college graduates who do accept these positions is high. For this reason, merchandising executives look to the junior college as a source of personnel qualified for these positions.

This program will be beneficial not only to the merchandising community but also to high school graduates seeking employment at this level in merchandising and allied fields, to those already employed who desire to improve their positions, and to those who wish to join or rejoin the work force.

Objectives of the Program

The program seeks to achieve the following objectives:

1. Prepare qualified students for a career in the field of merchandising. The student develops business knowledge, skills, and attitudes requisite to success in supervisory and middle-managerial positions in merchandising.

2. Help the student understand and appreciate the American economy, enterprise system, and the American way of life.

3. Increase the student's general and specialized knowledge so that he may live a richer, fuller, more meaningful life and make a valuable contribution to society, his community, and to his family.

4. Provide a foundation for future career growth. (The instructor-coordinator and the business sponsor correlate activities and provide guidance and supervision needed for the intellectual, occupational, and social growth and development of the student.

5. Elevate the economic conditions of the community through the preparation of a more productive and profitable work force.

Requirements for Admittance to the Program

Anyone who meets the qualifications for admittance to the Chicago

City Junior College and who indicates an interest in and an aptitude for this program is eligible to apply. Candidates will be selected by the college after a careful consideration of the following: (1) scholastic record, (2) aptitude test, (3) interest inventory, (4) recommendations of high school and college teachers, and (5) personal interview. Since enrollment in this curriculum is limited, applications for admission must be approved prior to registration. Those candidates approved for placement will be accepted into the program.

The Curriculum

The student in this program has the opportunity (1) to increase his general knowledge, (2) to develop business competency and literacy through an understanding of the broad field of business, and (3) to acquire specialized knowledge and requisite skills in the field of marketing and merchandising. Through coordinated classroom and on-the-job instruction and part-time supervised employment, the student increases his knowledge of such merchandising functions as buying, selling, advertising, display, financing, transportation, and storage.

General Education. Regardless of one's prospective occupation or profession, the acquisition of a broad general knowledge and the development of basic skills are needed. Courses in the following general areas will be included in the curriculum: communications, the social sciences, humanities, the natural sciences, and mathematics.

General Business Education. Because of the interdependence of merchandising with other fields of business, the student must acquire a rather broad business background through such courses as business organization and management, business communications, principles of economics, accounting fundamentals and principles.

Specialized Business Education. Specialized knowledge in the area of merchandising which the student should acquire is included in the following courses: salesmanship, principles of marketing, principles of retailing, advertising, practicum in merchandising. The practicum in merchandising course coordinates classroom activities with on-the-job experience. Each trimester the students meet with the instructor-coordinator for two 50-minute periods weekly, and they work part-time approximately 15 hours weekly in approved training stations. Some classroom sessions will be held in the education centers of business establishments with guest speakers discussing specialized and technical aspects of different phases of merchandising. Evaluation of the student by the instructor-coordinator in cooperation with the training station sponsor is given much consideration in the final grade.

Elective Courses. Among the elective courses which enable the student to develop special talents and interests are commercial art, data procession, personnel management, office management, and business law.

As the program develops and expands, new courses may be added.

Class Load and Work Load

Students enrolled in this curriculum will carry from 14 to 17 semester hours each trimester and will work approximately 15 hours weekly. Special permission to increase the number of hours of employment may be given in appropriate instances as determined by the school.